

*C = Assessed at classroom and district levels.
 S = Assessed at classroom, district, and state levels; may be assessed on MME. (30 CE; 16 items)
 CC = State assessed; Common Core; Common to all forms (8 CE; 8 items)

Cc = State assessed; Common; Matrixed by form every year (9 CE; 3 items)
 M = State assessed; Matrixed by form over two or three years (13 + 6 partial CE; 5 items)
 H or G indicates the history or geography standard which serves as the lens through which the expectation will be assessed and reported.

	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can...	Resources	Assessment
HISTORY							
H1 THE WORLD IN TEMPORAL TERMS: HISTORICAL HABITS OF MIND (WAY OF THINKING)							
Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based.							
H1.1 Temporal Thinking							
Use historical conceptual devices to organize and study the past.							
Historians use conceptual devices (eras, periods, calendars, time lines) to organize their study of the world. Chronology is based on time and reflects cultural and historical interpretations, including major starting points, and calendars based on different criteria (religious, seasonal, Earth-sun-and-moon relationships). Historians use eras and periods to organize the study of broad developments that have involved large segments of world's population and have lasting significance for future generations and to explain change and continuity.							
6 – H1.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.	Explain(comprehension)	historians, eras, periods	C	Explain, categorize	I can give examples of common characteristics or events that historians use to describe an era or period of time.		<p>What conceptual devices do people use to organize and study time? We use eras, millennia, periods, decades, and centuries. We use these devices to organize time and to describe the common characteristics of events during that time period. The era of the Ice Age is characterized, for example, by a certain climate which affected large areas of the Earth. The decades of the "Cold War" were characterized by the polarization of power between two super powers. Looking for common characteristics in devices that help us organize time helps historians and students explain and compare human activity.</p>

*C = Assessed at classroom and district levels.
 S = Assessed at classroom, district, and state levels; may be assessed on MME. (30 CE; 16 items)
 CC = State assessed; Common Core; Common to all forms (8 CE; 8 items)

Cc = State assessed; Common; Matrixed by form every year (9 CE; 3 items)
 M = State assessed; Matrixed by form over two or three years (13 + 6 partial CE; 5 items)
 H or G indicates the history or geography standard which serves as the lens through which the expectation will be assessed and reported.

	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can...	Resources	Assessment
6 – H1.1.2 Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Olmec and Mayan calendar systems, Aztec Calendar Stone, Sun Dial, Gregorian calendar - B.C./A.D.; contemporary secular - B.C.E./C.E)	Compare and Contrast (analyze)	Calendar systems, culture,	S M H1.1	Compare and Contrast	I can give examples of how calendars represent a people's culture.		What conceptual devices do people use to organize and study time? People keep track of time and develop calendar systems based on both natural and cultural events. Calendars and time-keeping are significant aspects of cultural traditions. Historical events, holidays, religious celebrations, birthdays and anniversaries are recorded on calendars for respective cultural groups to use. People around the world may use more than one calendar. They may keep one calendar to maintain cultural and ethnic heritage and use another calendar for business.
H1.2 Historical Inquiry and Analysis Use historical inquiry and analysis to study the past.							
History is a process of reasoning based on evidence from the past. Historians use and interpret a variety of historical documents (including narratives), recognize the difference between fact and opinion, appreciate multiple historical perspectives while avoiding present mindedness (judging the past solely in term of norms and values of today), and explain that historical events often are the result of multiple causation. Students will conduct their own inquiry and analysis in their studies about the ancient history of the Western Hemisphere.							
6-H1.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).	Explain(comprehension) Explore	historians, artifacts, primary sources, secondary sources	S Cc H1.2	Explain, categorize	I can give examples of sources that historians use to understand the past.		How do we use historical inquiry and analysis to study the past? Historians use a variety of sources to explore the past. The sources provide information that is used to describe and explain the past. Technology has changed the way in which information is obtained, stored, and analyzed. We can learn about the past by examining artifacts, reading primary and secondary sources, and using historical maps. Students will understand that radiocarbon dating and DNA analysis are often used to verify the authenticity of some sources.

*C = Assessed at classroom and district levels. S = Assessed at classroom, district, and state levels; may be assessed on MME. (30 CE; 16 items) CC = State assessed; Common Core; Common to all forms (8 CE; 8 items)			Cc = State assessed; Common; Matrixed by form every year (9 CE; 3 items) M = State assessed; Matrixed by form over two or three years (13 + 6 partial CE; 5 items) H or G indicates the history or geography standard which serves as the lens through which the expectation will be assessed and reported.				
	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can...	Resources	Assessment
6-H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.	Read and comprehend (understand) , identify (knowledge)	historical passage, factual knowledge, literal meaning	S Cc H1.2		I can gain information about history using historical passages.		How do we use historical inquiry and analysis to study the past? We can use historical questions such as who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed to interpret meaning from a historical passage. For example, students could interpret meaning after reading about Mexican Independence.
6-H12.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.	Knowledge, Comprehension	Point of view and primary and secondary sources,	S CC H1.2	Students will differentiate between a primary and secondary source (an eye witness or participants in the event is considered a primary source and everything else is considered a secondary source). Students will be able to identify the author's	1. I can identify a primary souce 2. I can identify a secondary source 3. I can identify a point of view and recognize the impact of the author's bias on the historical event		How do we use historical inquiry and analysis to study the past? We identify point of view and context when using different types of primary and secondary sources so that we can identify the perspective of the author and determine how it would influence what was related.
6-H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof.	Compare (analyze) Evaluate (synthesize)	historical perspectives	P	Compare and Contrast	I can use facts or evidence from the past and determine the views of the people.		How do we use historical inquiry and analysis to study the past? We compare and evaluate historical perspectives. The view of a time period may be different for different ethnic groups, such as the world view of contemporary Mexico versus an Ancient Mayans' world view; or the same event viewed from different perspectives. To determine what happened when perspectives clashed, historians look to DNA, forensic evidence, and other contemporaneous reports or records, artifacts and radiocarbon dating to draw a conclusion.
6-H1.2.5 Identify the role of the individual in history and the significance of one person's ideas.	Identify (Knowledge)	significance	S Cc H1.2	Compare and Contrast	I can give examples of individuals in history who was significant in his/her culture.		How do we use historical inquiry and analysis to study the past? Some of the ways we can identify the role of the individual in history is as political or military leaders; as social, economic, agricultural, religious leaders; innovators, followers and entrepreneurs, both famous and not famous. One example of the significance of an individual's ideas would be Miguel Hidalgo y Costilla, leader of Mexican Independence, whose ideas about independence and freedom spread throughout Latin America.
H1.4 Historical Understanding							

*C = Assessed at classroom and district levels. S = Assessed at classroom, district, and state levels; may be assessed on MME. (30 CE; 16 items) CC = State assessed; Common Core; Common to all forms (8 CE; 8 items)		Cc = State assessed; Common; Matrixed by form every year (9 CE; 3 items) M = State assessed; Matrixed by form over two or three years (13 + 6 partial CE; 5 items) H or G indicates the history or geography standard which serves as the lens through which the expectation will be assessed and reported.					
	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can...	Resources	Assessment
Use historical concepts, patterns, and themes to study the past.							
Historians apply temporal perspective, historical inquiry, and analysis to spheres of human society to construct knowledge as historical understandings. These understandings are drawn from the record of human history and include human aspirations, strivings, accomplishments, and failures in spheres of human activity.							
6-H1.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family).	Describe (knowledge) Use (application)	cultural institutions, eras	S M H1.4	Explain, categorize	I can study an era of people by examining parts of their culture.		What are some examples of historic concepts, patterns and themes historians use to study the past? Some examples of cultural institutions are political systems – how people are governed; means of production and consumption and the system of exchange in economy; beliefs, deities and values associated with religion or ethnicity; scientific and technological innovation such as the creation of the calendar, using astronomy, use of metals; written language; education systems, formal and informal; and family structures. For example, we could research the Inca and Inuit cultural institutions to learn more about Incan and Inuit life in the past.
6-H1.4.2 Describe and use themes of history to study patterns of change and continuity.	Describe (knowledge) Use (application)	themes of history, patterns of change, patterns of continuity	C	Compare and Contrast	I can use big ideas that show a pattern that changes or that stays the same in a culture.		What are some examples of historic concepts, patterns and themes historians use to study the past? Historians use themes such as: 1. human interaction with the environment; 2. civilization, cultural diffusion, and innovation; 3. values, beliefs, political ideas, and institutions; 4. conflict and cooperation; 5. comparative history of major developments; and 6. patterns of social and political interaction, to study patterns of change and continuity.

*C = Assessed at classroom and district levels. S = Assessed at classroom, district, and state levels; may be assessed on MME. (30 CE; 16 items) CC = State assessed; Common Core; Common to all forms (8 CE; 8 items)			Cc = State assessed; Common; Matrixed by form every year (9 CE; 3 items) M = State assessed; Matrixed by form over two or three years (13 + 6 partial CE; 5 items) H or G indicates the history or geography standard which serves as the lens through which the expectation will be assessed and reported.				
	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can...	Resources	Assessment
6-H1.4.3. Use historical perspective to analyze global issues faced by humans long ago and today.	application, analysis	historical perspective, global issues, climate change, trade, human migration, natural disasters	C	analyze historical perspective	I can give some examples of global issues that people had long ago and have today.		What are some examples of historic concepts, patterns and themes historians use to study the past? Some examples of global issues are global climate change, globalization of trade, and human migration. Human environment interaction such as terrace farming in Peru and the building of Incan Road are examples of people adjusting to their environment with technology. Natural disasters such as volcanic eruptions and earthquakes are challenges still faced by people today.
W1 WHG ERA 1 - THE BEGINNINGS OF HUMAN SOCIETY: BEGINNINGS TO 4000 B.C.E./B.C.							
Explain the basic features and differences between hunter-gatherer societies and pastoral nomads. Analyze and explain the geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture.							
W1.1 Peopling of the Earth							
<i>Describe the spread of people in the Western Hemisphere in Era 1.</i>							
In the first era of human history, people spread throughout the world. As communities of hunters, foragers, or fishers, they adapted creatively and continually to a variety of contrasting, changing environments in the Americas.							
6-W1.1.1 Describe the early migrations of people among Earth's continents (including the Beringa Land Bridge).	describe	migration, Beringa Land Bridge	S CC H1.4	describe, use maps	I can tell how people moved from Asia and Africa to other continents using land and water.		How did people live in the earliest times and where did they migrate? The early migration of people from Asia and Africa throughout the Earth's continents via land and water is early evidence of movement of people; other examples are the Beringa Land Bridge and Pacific Islanders reaching South America.

*C = Assessed at classroom and district levels. S = Assessed at classroom, district, and state levels; may be assessed on MME. (30 CE; 16 items) CC = State assessed; Common Core; Common to all forms (8 CE; 8 items)			Cc = State assessed; Common; Matrixed by form every year (9 CE; 3 items) M = State assessed; Matrixed by form over two or three years (13 + 6 partial CE; 5 items) H or G indicates the history or geography standard which serves as the lens through which the expectation will be assessed and reported.				
	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can...	Resources	Assessment
6-W1.1.2 Examine the lives of hunting and gathering people during the earliest eras of human society (tools and weapons, language, fire).	describe	hunter-gatherer, communication, pictographs	C	describe	I can tell how people lived when they hunted and gathered.		How did people live in the earliest times? Early people who were hunters and gatherers invented tools and weapons primarily from stone, wood, and bone for acquiring and preparing food and for defense. The use of fire was an important discovery as well as the development of basic verbal communication and other forms of communication such as pictographs and cave drawings.
W1.2 Agricultural Revolution							
Describe the Agricultural Revolution and explain why it is a turning point in history.							
The Agricultural Revolution was a major turning point in history that resulted in people and civilizations viewing and using the land in a systematic manner to grow food crops, raise animals, produce food surpluses, and the development of sedentary settlement.							
6-W1.2.1 Describe the transition from hunter gatherers to sedentary agriculture (domestication of plants and animals).	Knowledge and Comprehension	Hunter-gatherer and what is domestication, specialization and trade	S CC H1.1	The student will be able to describe significant developments, define terms such as hunter-gatherers, domestication, specialization and trade.	I can give a detailed example of how people went from hunter-gatherers to staying in one place and farming. I can describe significant developments in the domestication of plants and animals.		How did people live in the earliest times? When hunters and gathers settled in favorable areas, they domesticated plants and animals, specialized in goods, and participated in trade. The focus for people began to change from a nomadic lifestyle to living in a specific location. The growing of maize and squash required a continued human presence to care for the fields, protect crops from predators, and to harvest and store food.

*C = Assessed at classroom and district levels. S = Assessed at classroom, district, and state levels; may be assessed on MME. (30 CE; 16 items) CC = State assessed; Common Core; Common to all forms (8 CE; 8 items)			Cc = State assessed; Common; Matrixed by form every year (9 CE; 3 items) M = State assessed; Matrixed by form over two or three years (13 + 6 partial CE; 5 items) H or G indicates the history or geography standard which serves as the lens through which the expectation will be assessed and reported.				
	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can...	Resources	Assessment
6-W1.2.2 Describe the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growing season).	comprehension, synthesis, evaluation	Natural Environment, Agricultural Settlement, Irrigation, Precipitation, Growing Seasons, Basic Needs - Food, Shelter, and Clothing, Population	S Cc G4	Cause and Effect	I can give examples of how adequate soil, water and growing season made it possible for farming settlements to develop. I can give examples of how natural resources in the environment made it possible for people to produce clothing, food and shelter . I can explain how populations grow when basic needs are met.		How did the natural environment affect how people lived? A favorable natural environment with adequate soil, water, and growing season allowed for the development of agricultural settlements. The natural environment was important because it allowed for reliable production of clothing, food and shelter for the population.
6-W1.2.3 Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).	Explain - comprehension, synthesis, evaluation	Agricultural Revolution, impact, stable food supply, surplus, population, trade, labor, settlements hunter-gatherers, specialization, prosperous, domestication - plants and animals, pastoral societies	S M H1.4	Cause and Effect	I can give examples on how the Agricultural Revolution changed life. I can describe the life of a hunter-gatherer. I can explain how people's lives changed with domesticating plants and animals. I can explain how having a surplus of food led to trade and new jobs. I can explain how settlements become more prosperous.		Why was the Agricultural Revolution a turning point in history? The Agricultural Revolution changed life during this time period by providing a stable food supply, which enabled trade possibilities, population growth, division of labor, and the development of settlements. The Agricultural Revolution era began when hunter gatherer societies began to settle and plant food and useful commodities. Not until a society had sufficient reliable food sources could trade take place. With surplus and trade came the division of labor – a working society where people do many different jobs such as herdsman, potters, craftsmen, traders, and farmers. As a result, settlements developed and populations grew. Specialization made the settlement more prosperous.
W2 WHG ERA 2 - EARLY CIVILIZATIONS AND CULTURES AND THE EMERGENCE OF PASTORAL PEOPLES, 40000 TO 1000 B.C.E/B.C.							
Describe and differentiate defining characteristics of early civilization and pastoral societies, where they emerged, and how they spread.							
W2.1 Early Civilization and Early Pastoral Societies							
Describe the characteristics of early Western Hemisphere civilizations and pastoral societies.							

*C = Assessed at classroom and district levels.
 S = Assessed at classroom, district, and state levels; may be assessed on MME. (30 CE; 16 items)
 CC = State assessed; Common Core; Common to all forms (8 CE; 8 items)

Cc = State assessed; Common; Matrixed by form every year (9 CE; 3 items)
 M = State assessed; Matrixed by form over two or three years (13 + 6 partial CE; 5 items)
 H or G indicates the history or geography standard which serves as the lens through which the expectation will be assessed and reported.

	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can...	Resources	Assessment
During this era early agrarian civilizations and pastoral societies emerged. Many of the world's most fundamental institutions, discoveries, inventions, and techniques appeared. Pastoral societies developed cultures that reflected the geography and resources that enabled them to inhabit the more challenging physical environments such as the tundra and semi-arid regions of North and South America.							
6-W2..1.1 Explain how the environment favored hunter gatherer, pastoral, and small scale agricultural ways of life in different parts of the Western Hemisphere.			S CC G2	Students will be able to explain how precipitation, soil and adequate growing season are important factors of favorable environments			How did the environment favor hunter-gatherer, pastoral, and small scale agricultural ways of life? Areas with regular and abundant precipitation, soil, and adequate growing seasons developed societies that utilized small scale agriculture, as well as opportunities for hunting, fishing and gathering of berries and other plants for food, dye, and medicine. Drier and more mountainous climates developed small pastoral societies, which often supplemented agriculture with hunting and gathering. Agriculture could be sustained through irrigation of specialty crops such as potatoes.
6-W2.1.2 Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns).	comprehension, synthesis, evaluation	agriculture, surplus food, dense population, specialized crops, specialized labor, cultural institutions, civilizations, pastoral societies.	S Cc G2	describe, cause and effect	I can tell how agriculture made early civilizations, and pastoral societies.		What characteristics describe early civilizations and early pastoral societies? The development of agriculture and production of surplus food allowed for larger more densely populated areas. This resulted in specialization of labor, and the development and refinement of cultural institutions, such as the arts and architecture, as well as the development of social, political and economic hierarchy.

*C = Assessed at classroom and district levels.
 S = Assessed at classroom, district, and state levels; may be assessed on MME. (30 CE; 16 items)
 CC = State assessed; Common Core; Common to all forms (8 CE; 8 items)

Cc = State assessed; Common; Matrixed by form every year (9 CE; 3 items)
 M = State assessed; Matrixed by form over two or three years (13 + 6 partial CE; 5 items)
 H or G indicates the history or geography standard which serves as the lens through which the expectation will be assessed and reported.

	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can...	Resources	Assessment
6-W2.1.3 Use multiple sources of evidence to describe how the culture of early peoples of North America reflected the geography and natural resources available (e.g., Inuit of the Arctic, Kwakiutl of the Northwest Coast; Anasazi and Apache of the Southwest).	application	evidence, culture, natural resources, geography, Inuit, Apache, Anasazi, Kwakiuti, environment	S CC H1.2	use multiple sources	I can give examples of how the early people of North America used the natural resources in their environment: Inuit, Apache, Kwakiuti, Anasazi.		<p>How did the cultures of early people of North America reflect the natural resources present in their environment? Four geographic areas and Indian tribes of the present day United States are examples of how indigenous people used the environment throughout their history: the Plains, Apache; the Southwest, Anasazi; the Northwest, Kwakiutl; and Arctic regions, Inuit, are only examples of the wide diversity of indigenous people living in North America. They can serve, however, as examples of how indigenous people used their environment. Some examples of how the geography and natural resources of North America influenced food, clothing and housing of the people who lived there are: Apache food: deer, wild turkey, rabbit, buffalo, bear, mountain lion; clothing: deerskin shirts, skirts, moccasins, and leggings; housing: single family, thatched grass over bent pole frame; Anasazi food: rabbit, deer, maize, squash, beans; clothing: skirts for women, loin cloths for men made from cotton cloth and woven yucca; housing: apartment type, cliff dwellings of adobe; Kwakiutl food: deer, moose, fish, shellfish, seaweed, berries; clothing: cedar bark and fur robes for men and women,</p> <p>cedar bark capes and hats; housing: multi-family, wood frame, cedar bark covering, pitched slanted roof; Inuit food: fish, sea mammals, land animals, seaweed; clothing: parkas and pants made from hides and skins; housing: single family, skin tent in summer, igloo in winter.</p>

*C = Assessed at classroom and district levels.
 S = Assessed at classroom, district, and state levels; may be assessed on MME. (30 CE; 16 items)
 CC = State assessed; Common Core; Common to all forms (8 CE; 8 items)

Cc = State assessed; Common; Matrixed by form every year (9 CE; 3 items)
 M = State assessed; Matrixed by form over two or three years (13 + 6 partial CE; 5 items)
 H or G indicates the history or geography standard which serves as the lens through which the expectation will be assessed and reported.

	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can...	Resources	Assessment
6-W2.1.4 Use evidence to identify defining characteristics of early civilizations and early pastoral nomads (government, language, religion, social structure, technology, and division of labor).	application	characteristics, government, language, religion, labor, economics, pastoral society, domesticate, civilizations	S M G2	use evidence	I can tell about the characteristics of early civilizations and pastoral societies.		What characteristics describe early civilizations and early pastoral societies? Leadership and governing; language such as pictographs and early writing; religion; technology such as tools and techniques of road building; division of labor; and an identifiable social structure based on economics, politics, and religion are characteristics of early civilizations and pastoral nomadic society. A pastoral nomadic society is one whose economy and way of life are centered on the raising of domesticated animals such as cattle, horses, sheep, or camels. We can use evidence from a variety of artifacts, extinct architecture or architectural ruins, scrolls, tablets, decorative art, artisan created jewelry and household items, textiles, burial items, collected oral accounts, and others to identify characteristics of early civilizations.
W3 WHG ERA 3 - CLASSICAL TRADITIONS AND MAJOR EMPIRES, 1000 B.C.E./B.C. TO 300 C.E./A.D.							
Analyze the civilizations and empires that emerged during this era, noting their political, economic, and social systems, and their changing interactions with the environment. Analyze the innovations and social, political, and economic changes that occurred through the emergence of agrarian societies of Mesoamerica and Andean South America and the subsequent urbanization and trading economies that occurred in the region.							
W3.1 Classical Traditions and Major Empires in the Western Hemisphere							
Describe empires and agrarian civilizations in Mesoamerica and South America.							
Civilizations and empires that emerged during this era were noted for their political, economic and social systems and their changing interactions with the environment and the agrarian civilizations that emerged in Mesoamerica and South America.							

*C = Assessed at classroom and district levels. S = Assessed at classroom, district, and state levels; may be assessed on MME. (30 CE; 16 items) CC = State assessed; Common Core; Common to all forms (8 CE; 8 items)			Cc = State assessed; Common; Matrixed by form every year (9 CE; 3 items) M = State assessed; Matrixed by form over two or three years (13 + 6 partial CE; 5 items) H or G indicates the history or geography standard which serves as the lens through which the expectation will be assessed and reported.				
	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can...	Resources	Assessment
6-W3.1.1 Analyze the role of environment in the development of early empires, referencing both useful environmental features and those that presented obstacles.	analysis	environment, empires, Olmec, Incan, Mayan, Aztec, geographical features	C	analyze and apply knowledge	I can tell how the environment helped early empires. I can tell how the environment hurt early empires.		How did the environment help and hinder the development of empires in the Western Hemisphere? The environment both helped and hindered the development of early empires in the Western Hemisphere. The Olmec, Incan, Mayan, and Aztec civilizations were both helped and hindered by environmental features. Mountains provided both protection and isolation from enemies, and a diversity of agricultural conditions. Examples of the positive effects of geographical features are that highland plateaus protected the population from disease more common in the lowland and coastal regions, and altitude and latitude allowed for a year-round growing season. Challenges caused by the physical environment would include the rugged terrain and the lack of water in more arid regions, making agriculture difficult; the mountains were a hindrance to transportation.
6-W3.1.2 Explain the role of economics in shaping the development of early civilizations (trade routes and their significance - Inca Road, supply and demand for products).	Explain(comprehension)	economics, trade, Incan Road, Tenochtitlan	S Cc H1.4	describe	I can tell about how economics played a part in early civilizations. I can tell how trading made a difference in early civilizations.		What were the characteristics of empires and agrarian civilizations in the Western Hemisphere? Economics played an important role in early civilizations. The size of the empires resulted in a diversity of products which encouraged trading. For example: agricultural products, items made from volcanic glass, and shells were exchanged. This was made possible with transportation systems such as the Incan Road which was over 1000 miles long. Another example is Tenochtitlan as the central trade location for the Aztec empire. The trade region for the Aztec empire extended northward across Mexico and into the southern part of what became the United States. Established trade and trade routes made control of the trade area attractive. Armies and alliances were necessary to maintain the order and the power of the empire.

*C = Assessed at classroom and district levels.
 S = Assessed at classroom, district, and state levels; may be assessed on MME. (30 CE; 16 items)
 CC = State assessed; Common Core; Common to all forms (8 CE; 8 items)

Cc = State assessed; Common; Matrixed by form every year (9 CE; 3 items)
 M = State assessed; Matrixed by form over two or three years (13 + 6 partial CE; 5 items)
 H or G indicates the history or geography standard which serves as the lens through which the expectation will be assessed and reported.

	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can...	Resources	Assessment
6-W3.13 Describe similarities and difference among Mayan, Aztec, and Incan societies, including economy, religion, and role and class structure.	describe (knowledge), analysis	characteristics, Mayan, Incan, Axttec, trade, communication, religion, military conquests	S M H1.4	compare and contrast	I can tell about the locations of the Mayan, Incan, and Aztec empires. I can tell about the how each empire looked with its trade and communication networks. I can tell how religion in these empire. I can tell why the empires collapsed.		What were the characteristics of empires and agrarian civilizations in the Western Hemisphere? One unique characteristic of Mayan, Incan, and Aztec empires was their establishment in three different locations. Each region was urban in its structure. The civilizations were supported by extensive trade and communication networks and had complex religion and social structures. Each civilization established pyramids and monuments which are still observable. Each civilization appeared, reached its zenith, and collapsed during different time periods. The Incans and the Mayans had an environmental and an economic collapse. The Aztec's collapse was the result of military conquest.
6-W3.1.4 Describe the regional struggles and changes in governmental systems among the Mayan, Aztec, and Incan Empires.	Describe (knowledge)	characteristics, empires, agrarian civilizations, government	C	describe	I can tell about the struggles among the Mayan, Aztec, and Incan Empires.		What were the characteristics of empires and agrarian civilizations in the Western Hemisphere? Around the territorial perimeters there were continual struggles between the empire and the smaller nomadic tribes and independent settlements. The governmental structure changed according to the outcome of the perimeter struggles. Finally, the dissolution of the centralized government occurred when the empire collapsed.
6-W3.1.5 Construct a timeline of main events on the origin and development of early and classic ancient civilizations of the Western Hemisphere (Olmec, Mayan, Aztec, and Incan).	Synthesis:	timeline, civilization, Olmec, Mayan, Axttec, Incan	S M H1.1	create a timeline	I can create a timeline about the Olmec, Mayan, Aztec, and Incan civilizations.		How can we use timelines to show characteristics and relationships between empires and agrarian civilizations in the Western Hemisphere? We can construct a timeline showing the temporal relationship among the ancient civilizations of the Western Hemispheres, specifically the Olmecs, Incans, Mayan, and Aztecs. Some characteristics that could be compared would be the rise and fall of each civilization and contributions made by the civilizations.
GEOGRAPHY							
<i>GI THE WORLD IN SPATIAL TERMS: GEOGRAPHICAL HABITS OF MIND</i>							

*C = Assessed at classroom and district levels.
 S = Assessed at classroom, district, and state levels; may be assessed on MME. (30 CE; 16 items)
 CC = State assessed; Common Core; Common to all forms (8 CE; 8 items)

Cc = State assessed; Common; Matrixed by form every year (9 CE; 3 items)
 M = State assessed; Matrixed by form over two or three years (13 + 6 partial CE; 5 items)
 H or G indicates the history or geography standard which serves as the lens through which the expectation will be assessed and reported.

	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can...	Resources	Assessment
Describe the relationships between people, places, and environments by using information that is in a geographic (spatial) context. Engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural environment. Identify and access information, evaluate it using criteria based on concepts and themes, and use geography in problem solving and decision making. Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information and inform their study of the world.							
G1.1 Spatial Thinking							
Use maps and other geographic tools to acquire and process information from a spatial perspective.							
Geographers use published maps, sketch (mental) maps, and other geographic representations, tools, and technologies to acquire, organize, process, and report information from a spatial perspective. World maps made for specific purposes (population distribution, climate patterns, vegetation patterns) are used to explain the importance of maps in presenting information that can be compared, contrasted, and examined explain the importance of maps in presenting information that can be compared, contrasted, and examined with global scale and then refocus the scale to study the region of the Western Hemisphere, and, finally, focus on a specific place.							

*C = Assessed at classroom and district levels.
 S = Assessed at classroom, district, and state levels; may be assessed on MME. (30 CE; 16 items)
 CC = State assessed; Common Core; Common to all forms (8 CE; 8 items)

Cc = State assessed; Common; Matrixed by form every year (9 CE; 3 items)
 M = State assessed; Matrixed by form over two or three years (13 + 6 partial CE; 5 items)
 H or G indicates the history or geography standard which serves as the lens through which the expectation will be assessed and reported.

	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can...	Resources	Assessment
6 – G1.1.1 Describe how geographers use mapping to represent places and natural and human phenomena in the world.	comprehension, application, analysis	cardinal directions, water features (specific types), physical features (specific types), map scale, population density, climate zones (specific types), vegetation zones (specific types), economic activity (specific types), land use, resources	S M G1	describe, compare and contrast, apply knowledge,	I can use maps to describe places around the world. I can explain the difference btw absolute and relative location. I can identify the seven continents and five oceans. I can explain the difference between a continent and a country. I can use latitude and longitude to find a place. I can measure distance using a map scale. I can use thematic maps to gather information about the world.		How do we use maps and other geographic tools to acquire and spatially process information? We use maps to show what places and regions are like. At the most basic level, the maps are used to show information, location and names of places, and data such as population density, economic productivity, and climate. At more complex levels, maps are used to explain why a place or region is particularly well suited for an activity. For example, Central Chile produces many grape vineyards. We ask why and compare regions using the climate map. The climate map tells us the region has a Mediterranean climate which has dry, hot summers and mild winters – conditions which are excellent for vineyards. We can locate other areas of the world with Mediterranean climates and predict that vineyards are grown there as well. The spatial pattern of the climate map has enabled us to predict spatial patterns for vineyards.
6 – G1.1.2 Draw a sketch map from memory of the Western Hemisphere showing the major regions (Canada, United States, Mexico, Central America, South America, and Caribbean).	knowledge, analysis	continent, oceans, isthmus, island, landforms (specific)	C	analyze	I		How do we use maps and other geographic tools to acquire and spatially process information? We use mental maps to understand information about the world. Mental maps help people make decisions, ask further questions, navigate through their world, and form hypotheses about other places.
G1.2 Geographical Inquiry and Analysis Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.							
Geographers use information and skills to reach conclusions about significant questions regarding the relationships between people, their cultures, the environments in which they live, and the relationships within the larger world context. Students will reach their own conclusions using this information and make a reasoned judgment about the most justifiable conclusion based on the authenticity of the information, their skill at critically analyzing the information, and presenting the results of the inquiry.							

*C = Assessed at classroom and district levels. S = Assessed at classroom, district, and state levels; may be assessed on MME. (30 CE; 16 items) CC = State assessed; Common Core; Common to all forms (8 CE; 8 items)		Cc = State assessed; Common; Matrixed by form every year (9 CE; 3 items) M = State assessed; Matrixed by form over two or three years (13 + 6 partial CE; 5 items) H or G indicates the history or geography standard which serves as the lens through which the expectation will be assessed and reported.					
	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can...	Resources	Assessment
6 – G1.2.1 Locate the major landforms, rivers (Amazon, Mississippi, Missouri, Colorado), and climate regions of the Western Hemisphere.	comprehension, application	mountains, plateaus, isthmus, river, desert, plains, arid, semi-arid, humid continental, marine west coast, humid subtropical, tropical wet/dry, ice cap, sub arctic, tundra	S M G1	comprehend, apply	I can locate major landforms, rivers and climate regions of the Western Hemisphere.		How do we use maps and other geographic tools to acquire and spatially process information? We can use maps of the locations of major landforms and climate regions to answer geographic questions. Some landforms we can locate are mountains- Rocky, Appalachian, Andes, and Sierra Madres; deserts- Mojave, Sonoran, Atacama; rivers- Amazon, Mississippi, Missouri, Colorado; plains- Pampas and Great Plains; and the Amazon Basin.
6 – G1.2.2 Explain why maps of the same place may vary, including cultural perspectives of the Earth and new knowledge based on science and modern technology.			C		I can explain why there are different types of maps.		What methods of inquiry and analysis do we use to answer geographic questions? Cultural perspectives and technology affect the creation of maps. As an example: American Indians living in Northern Michigan could draw maps showing many of the same features as a map produced by the Michigan Department of Transportation. The American Indian cultural perspective may also lead a Native American in Michigan to map things in the environment useful to his/her cultural group using traditional words and phrases. New technology can add additional information to thematic maps or correct previously held information.
6 – G1.2.3 Use data to create thematic maps and graphs showing patterns of population, physical terrain, rainfall, and vegetation; analyze the patterns and then propose two generalizations about the location and density of the population.			C		I can read and answer questions about thematic maps		What methods of inquiry and analysis do geographers use to answer geographic questions? We can use data to create thematic maps and to analyze population location and density patterns. Two examples would be the Great Plains and the Mississippi Valley, and Northern and Southern Mexico. Rainfall is less on the Great Plains and in Northern Mexico leading to less dense population patterns, compared to the Mississippi Valley region and Southern Mexico. A second generalization we could make about the same areas is that cities locate near water or in locations that have good water supply.

*C = Assessed at classroom and district levels. S = Assessed at classroom, district, and state levels; may be assessed on MME. (30 CE; 16 items) CC = State assessed; Common Core; Common to all forms (8 CE; 8 items)			Cc = State assessed; Common; Matrixed by form every year (9 CE; 3 items) M = State assessed; Matrixed by form over two or three years (13 + 6 partial CE; 5 items) H or G indicates the history or geography standard which serves as the lens through which the expectation will be assessed and reported.				
	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can...	Resources	Assessment
6 – G1.2.4 Use observations from air photos, photographs (print and CD) and films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.	Use/Application	geographic question, human and physical characteristics, regions images, Western Hemisphere, Eastern Hemisphere, observe	S CC G1		I can answer geographic questions about places using photographs and films about human and physical characteristics of places and regions.		What methods of inquiry and analysis do geographers use to answer geographic questions? A variety of geographic resources may be used to answer geographic questions about the characteristics of places and regions in the Western Hemisphere, such as: Where is something located? Why is it there? With what is it associated? What are the consequences of its location and associations? What is this place like? How has this place changed over time?
6 – G1.2.5 Use information from modern technology, such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing, to locate information and process maps and data to analyze spatial patterns of the Western Hemisphere to answer geographic questions.	Use (Application)	spatial patterns, satellite,	S Cc G1		I can use technology maps to answer geographic questions and to analyze spatial patterns.		What methods of inquiry and analysis do geographers use to answer geographic questions? New maps and satellite images which employ science and technology will be more accurate, show greater detail, provide more data, and be updated more frequently. They assist in answering geographical questions such as: Where is something located? Why is it there? With what is it associated? What are the consequences of its location and associations? What is this place like? How has this place changed over time? This information will allow us to identify and analyze spatial patterns, where things are located and why, and answer geographic questions.
6 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.			C		I can ask geographic questions and acquire information about problems or issues of the Western Hemisphere.		What methods of inquiry and analysis do geographers use to answer geographic questions? We can use geographic inquiry to analyze issues of importance in the Western Hemisphere. For example, we analyze a problem by asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions. An example would be the population living in proximity to potential natural disasters such as the Mississippi River Flood Plain, including New Orleans and St. Louis; near active volcanoes; and fault lines in earthquake zones.
G1.3 Geographical Understanding Use geographic themes, knowledge about processes and concepts to study the Earth.							

*C = Assessed at classroom and district levels. S = Assessed at classroom, district, and state levels; may be assessed on MME. (30 CE; 16 items) CC = State assessed; Common Core; Common to all forms (8 CE; 8 items)			Cc = State assessed; Common; Matrixed by form every year (9 CE; 3 items) M = State assessed; Matrixed by form over two or three years (13 + 6 partial CE; 5 items) H or G indicates the history or geography standard which serves as the lens through which the expectation will be assessed and reported.				
	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can...	Resources	Assessment
The nature and uses of geography as a discipline and the spatial perspective require that students observe, interpret, assess, and apply geographic information and skills. The uses of the subject and content of geography are essential in the development of geographical understanding. A spatial perspective enables student to observe, describe, and analyze the organizations of people, places, and environments at different scales and is central to geographic literacy.							
6 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on Earth.	Use (Application)	location, place, human environment interaction, movement, region	S CC G1		I can answer geographic questions like where something is located? Why it is there? What is this place like? How has this place changed over time?		What methods of inquiry and analysis do geographers use to answer geographic questions? We can use the fundamental themes of geography: location, human environment interaction, movement, and region to describe regions or places on Earth. The themes include the information that is essential to understand the geographic significance of places and regions. We can use this information to answer geographic questions like: Where is something located? Why is it there? With what is it associated? What are the consequences of its location and associations? What is this place like? How has this place changed over time?
6 – G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.	Explain(comprehension)	physical and human characteristics, spatial patterns, interact, limit, resources, climate, terrain, sil water	S Cc G1		I can explain that the environment can limit the ways in which people use the resources.		How do we use geographic themes, connections and spatial patterns to describe and study the Earth? We can explain the locations and distributions of physical and human characteristics by examining spatial patterns. Human characteristics include cultural, economic, and political systems. People use their specific cultural skills such as knowledge of farming, mining, or business to interact with the physical environment. Physical characteristics include climate, terrain, soil, and water. The physical environment may also limit the ways that people use resources. By investigating spatial patterns we can explain the location of particular activities

*C = Assessed at classroom and district levels.
 S = Assessed at classroom, district, and state levels; may be assessed on MME. (30 CE; 16 items)
 CC = State assessed; Common Core; Common to all forms (8 CE; 8 items)

Cc = State assessed; Common; Matrixed by form every year (9 CE; 3 items)
 M = State assessed; Matrixed by form over two or three years (13 + 6 partial CE; 5 items)
 H or G indicates the history or geography standard which serves as the lens through which the expectation will be assessed and reported.

	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can...	Resources	Assessment
6 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.			S M		I can explain how places are connected the people are interdependent. I can describe an example of how people and places are interdependent because of the consumption of services and goods.		How do we use geographic themes, connections and spatial patterns to describe and study the Earth? Places are connected by transportation and communication systems. Additionally, people and places are interdependent because of the production and consumption of services and goods; both manufactured goods and raw materials. Places can also be connected by institutions such as government and language. An example of this is the use of Spanish as the official language in much of Latin America.
G2 PLACES AND REGIONS							
Describe the cultural groups and diversities among people that are rooted in particular places and in human constructs called regions. Analyze the physical and human characteristics of places and regions.							
G2.1 Physical Characteristics of Place Describe the physical characteristics of places.							
6 – G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.			S M G2		I can identify the landform features and climate of the region under study.		How do we use themes, connections and spatial patterns to describe and study the Earth? We can use landforms and climates to describe a natural region like the rain forest regions in Brazil, Guatemala, and Northwestern United States; mountain regions like the Rocky Mountains and Andes; and the hurricane region which includes the Caribbean, eastern and southern United States, Mexico, and Central America.

*C = Assessed at classroom and district levels.
 S = Assessed at classroom, district, and state levels; may be assessed on MME. (30 CE; 16 items)
 CC = State assessed; Common Core; Common to all forms (8 CE; 8 items)

Cc = State assessed; Common; Matrixed by form every year (9 CE; 3 items)
 M = State assessed; Matrixed by form over two or three years (13 + 6 partial CE; 5 items)
 H or G indicates the history or geography standard which serves as the lens through which the expectation will be assessed and reported.

	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can...	Resources	Assessment
6 – G2.1.2 Account for topographic and human spatial patterns (where people live) associated with tectonic plates such as volcanoes, earthquakes, settlements (Ring of Fire, recent volcanic and seismic events, settlements in proximity to natural hazards in the Western Hemisphere) by using information from GIS, remote sensing, and the World Wide Web.			C		I can see the relationship between where people live and hazard zones along tectonic plate boundaries.		<p>What methods of inquiry and analysis do we use to answer geographic questions? Regions of the Western Hemisphere are located along the Ring of Fire, where tectonic plates meet, and where earthquake-prone topographic patterns are present. Topographic patterns can be observed on the Earth's surface such as mountain ranges, river valleys, plains, and plateaus. Some topographic patterns provide evidence of earthquake and volcanic activity. These would include fault lines, such as the San Andreas Fault; uplifted mountains, such as the Coastal Mountains in Oregon and Washington; the Rocky Mountains; the Andes Mountains; and the volcanoes along the Ring of Fire extending from the Pacific Coast of Asia along the Aleutian Islands, western North and South America, including Mt. St. Helens, Mount Shasta, and the Osorno Volcano in southern Chile. We use modern technology to study the natural hazards that may affect people in the Western Hemisphere. GIS, remote sensing, and the World Wide Web enable us to make maps that show volcano and earthquake hazard zones. We use satellite remote sensing to locate where there are towns, cities and rural populations.</p> <p>The comparison of two maps, one of natural hazard patterns and the other showing population patterns, enables us to predict the location in which the greatest number of people is at the greatest risk from a natural disaster. This permits us to recommend special building construction, emergency response personnel training, and educating the local populations to prepare their homes, businesses, schools, and themselves for a potential natural disaster.</p>
G2.2 Human Characteristics of Place Describe the human characteristics of places.							

*C = Assessed at classroom and district levels.
 S = Assessed at classroom, district, and state levels; may be assessed on MME. (30 CE; 16 items)
 CC = State assessed; Common Core; Common to all forms (8 CE; 8 items)

Cc = State assessed; Common; Matrixed by form every year (9 CE; 3 items)
 M = State assessed; Matrixed by form over two or three years (13 + 6 partial CE; 5 items)
 H or G indicates the history or geography standard which serves as the lens through which the expectation will be assessed and reported.

	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can...	Resources	Assessment
6 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).			S M G2		I can describe the human characteristics of a region.		How do we use human characteristics to study places on the Earth? We can describe the human characteristics of a region by identifying the unifying characteristics such as the Spanish language in South America, except Brazil; cultural traditions maintained in French-speaking Canada; and free market economic systems present in NAFTA countries.
6 – G2.2.2 Explain how communities are affected positively or negatively by changes in technology (e.g., Canada with regard to mining, forestry, hydroelectric power generation, agriculture, snowmobiles, cell phones, air travel).			S G2 M		I can explain how communities are affected by changes in technology.		How do we use human characteristics to study places on the Earth? A human characteristic can affect places positively or negatively. The use of technology can provide jobs, safety, hydroelectric power, improved agricultural methods, and improved communication and transportation. Technology can produce negative changes in a community as well. Some examples would be destruction of natural habitat, pollution of water and/or air; job loss, and loss of cultural identity.
6 – G2.2.3 Analyze how culture and experience influence people's perception of places and regions (e.g., the Caribbean Region that presently displays enduring impacts of different immigrant groups – Africans, South Asians, Europeans – and the differing contemporary points of view about the region displayed by islanders and tourists).			C		I can analyze how culture and experience influence how people view places.		How do we use human characteristics to study places on the Earth? Personal and cultural characteristics affect peoples' perceptions of places. Individuals attach meaning to places that are influenced by feelings of belonging. Immigrants to the United States will often refer to the place they came from in South America, for example, as "home" for many years and several generations after their immigration to the United States. This may also occur with younger family members who have never lived in that place. It is a geographical attachment in their minds, or their perception of the place. When visiting places, culture and experience shape expectations, and expectations have a powerful influence on perceptions. Recognizing and dealing with perceptions of other places may help people avoid egocentric and ethnocentric stereotyping.

*C = Assessed at classroom and district levels. S = Assessed at classroom, district, and state levels; may be assessed on MME. (30 CE; 16 items) CC = State assessed; Common Core; Common to all forms (8 CE; 8 items)			Cc = State assessed; Common; Matrixed by form every year (9 CE; 3 items) M = State assessed; Matrixed by form over two or three years (13 + 6 partial CE; 5 items) H or G indicates the history or geography standard which serves as the lens through which the expectation will be assessed and reported.				
	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can...	Resources	Assessment
G3 PHYSICAL SYSTEMS							
Describe the physical processes that shape the Earth's surface which, along with plants and animals, are the basis for both sustaining and modifying ecosystems. Identify and analyze the patterns and characteristics of the major ecosystems on Earth.							
G3.1 Physical Processes Describe the physical processes that shape the patterns of the Earth's surface.							
6 – G3.1.1 Construct and analyze climate graphs for two locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns. (e.g., compare and contrast Buenos Aires and La Paz; Mexico City and Guatemala City; Edmonton and Toronto).			S M G3		I can make and analyze climate graphs to answer geographic questions.		How do we use climate graphs to answer geographic questions? We can analyze climate graphs to answer geographic questions like: Where is something located? Why is it there? With what is it associated? What are the consequences of its location and associations? What is this place like? We can also make predictions based on climate patterns. We can analyze data to compare places like Buenos Aires and La Paz; Mexico City and Guatemala City; Edmonton and Toronto.
G3.2 Ecosystems Describe the characteristics and spatial distribution of ecosystems on the Earth's surface.							
6 – G3.2.1 Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., South America's location relative to the equator, effects of elevations on temperature and growing season, proximity to bodies of water and the effects on temperature and rainfall, and the effects of annual flooding on vegetation along river flood plains such as the Amazon).			C		I can explain that ecosystems differ with elevation and latitude.		How are the Earth's ecosystems described? We can explain how and why ecosystems differ based on relative location and human characteristics. Some important influences on ecosystems include latitude, elevation, climate; and human activities that alter ecosystems such as agriculture, manufacturing, mining, lumbering and fishing.

*C = Assessed at classroom and district levels.
 S = Assessed at classroom, district, and state levels; may be assessed on MME. (30 CE; 16 items)
 CC = State assessed; Common Core; Common to all forms (8 CE; 8 items)

Cc = State assessed; Common; Matrixed by form every year (9 CE; 3 items)
 M = State assessed; Matrixed by form over two or three years (13 + 6 partial CE; 5 items)
 H or G indicates the history or geography standard which serves as the lens through which the expectation will be assessed and reported.

	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can...	Resources	Assessment
6 – G3.2.2 Identify ecosystems and explain why some are more attractive for humans to use than are others (e.g., mid-latitude forest in North America, high latitude of Peru, tropical forests in Honduras, fish or marine vegetation in coastal zones).			S Cc G3		I can explain why people choose to live in some places and not others.		How are the Earth's ecosystems described? We use information about ecosystems and biomes, or zones with the same vegetation, to document the diversity of plant and animal life on Earth. People are particularly attached to certain ecosystems and biomes because they provide large, direct benefits. All ecosystems and biomes require environmental management by the people who use them. For example, a forest is often viewed as a valuable biome, while a desert is viewed as less valuable. Forests have direct benefits to people since trees provide wood products such as lumber, paper, synthetic fibers, and open land can be used for farming or urban development when the forest is removed. Desert is a biome with fewer opportunities and people must first obtain water for a successful settlement. If water is available, then the desert has many uses ranging from agriculture to recreation and industry. Notable desert settlements are Phoenix, Arizona and Antofagasto, Chile in the Atacama desert.
G4 HUMAN SYSTEMS							
Explain that human activities may be seen on Earth's surface. Human systems include the way people divide the land, decide where to live, develop communities that are part of the larger cultural mosaic, and engage in the cultural diffusion of ideas and products within and among groups.							
G4.1 Cultural Mosaic Describe the characteristics, distribution and complexity of Earth's cultural mosaic.							

*C = Assessed at classroom and district levels.
 S = Assessed at classroom, district, and state levels; may be assessed on MME. (30 CE; 16 items)
 CC = State assessed; Common Core; Common to all forms (8 CE; 8 items)

Cc = State assessed; Common; Matrixed by form every year (9 CE; 3 items)
 M = State assessed; Matrixed by form over two or three years (13 + 6 partial CE; 5 items)
 H or G indicates the history or geography standard which serves as the lens through which the expectation will be assessed and reported.

	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can...	Resources	Assessment
6 – G4.1.1 Identify and explain examples of cultural diffusion within the Americas (e.g., baseball, soccer, music, architecture, television, languages, health care, internet, consumer brands, currency, restaurants, international migration).			C		I can identify contributions of immigrants to the U.S.		<p>How are cultures affected by diffusion of products and ideas? People exchange products and ideas with one another. Those exchanges sometimes reach only the group of people that is living close by and at other times reach across the Earth. Potatoes were first raised in the Andes of South America. Today potatoes are grown in many places. There are many uses for potatoes, such as potato dumplings, French fries, potato chips, mashed potatoes, etc. The potato has diffused globally. If a product is accepted, then the new group may make changes that fit it into its culture. A technology that has diffused across the Earth is the cell phone. Since cell phones operate with satellite links, there are few places on Earth where cell phones are not used. One particular use of cell phones became text messaging, and while the first use for the cell phone was for voice communications, the use of sending text messages diffused along with it.</p> <p>The acceptance of new ideas and products changes the culture. Sometimes the change is fast as with the acceptance of fast foods and other changes are slow, as with the reduction in tobacco use for health and second hand smoke reasons.</p>
<p>G4.2 Technology Patterns and Networks Describe how technology creates patterns and networks that connect people, products, and ideas.</p>							

*C = Assessed at classroom and district levels.
 S = Assessed at classroom, district, and state levels; may be assessed on MME. (30 CE; 16 items)
 CC = State assessed; Common Core; Common to all forms (8 CE; 8 items)

Cc = State assessed; Common; Matrixed by form every year (9 CE; 3 items)
 M = State assessed; Matrixed by form over two or three years (13 + 6 partial CE; 5 items)
 H or G indicates the history or geography standard which serves as the lens through which the expectation will be assessed and reported.

	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can...	Resources	Assessment
6 – G4.2.1 List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., call centers in the Eastern Hemisphere that service the Western Hemisphere; the United States and Canada as hubs for the internet; transport of people and perishable products; and the spread of individuals' ideas as voice and image messages on electronic networks such as the internet).	List(knowledge)and describe(knowledge)	advantages, disadvantages, call centers, transportation, products, cargo containers,	S CC G4		I can list advantages and disadvantages of using different technologies to move products and people.		<p>How effectively do different technologies move people, products and ideas?</p> <p>The spatial patterns of networks that connect people, products and ideas are visible everywhere. News reports become immediately available after natural disasters, political conflicts, and other events through the use of satellite technology, allowing people, governments, and non-governmental organizations (NGOs) to be informed and react. Additionally, people in South America consume fresh blueberries from North America during June and July. During December and January, North Americans consume grapes and strawberries grown in South America. Modern transportation such as airplanes and fast cargo ships move products quickly from place to place. People travel throughout the Western Hemisphere on airplanes, being in Canada one day and visiting relatives in Argentina the next day. Another example is the use of the internet to report data and statistics about strains of flu in Asia to health officials in the Western Hemisphere who are worried about the spread of flu to their country.</p> <p>Movements of people, products, and ideas are generally positive, but there are some negative sides. Contagious diseases move much more rapidly with fast transportation and are more difficult to monitor. Exotic species such as plants, fish, birds, insects and reptiles move much more easily from one continent to another hitching rides on boats, planes, and with people. West Nile Virus introduced from Northeast Africa and Southwest Asia killed many millions of birds in the Western Hemisphere.</p>
G4.3 Patterns of Human Settlement Describe patterns, processes, and functions of human settlement.							

*C = Assessed at classroom and district levels. S = Assessed at classroom, district, and state levels; may be assessed on MME. (30 CE; 16 items) CC = State assessed; Common Core; Common to all forms (8 CE; 8 items)		Cc = State assessed; Common; Matrixed by form every year (9 CE; 3 items) M = State assessed; Matrixed by form over two or three years (13 + 6 partial CE; 5 items) H or G indicates the history or geography standard which serves as the lens through which the expectation will be assessed and reported.					
	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can...	Resources	Assessment
6 – G4.3.1 Identify places in the Western Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Vancouver in Canada, irrigated agriculture, or clearing of forests for farmland).			S M G4		I can identify places in the Western Hemisphere where the natural environment has been modified so the places are more livable		Where and how have places been modified for human settlement and what are some common patterns of settlement? We c Some examples include the terracing of steep slopes by the Incas in South America, the cutting of tropical forests for farmland and grazing land in the Amazon, the levees along the Mississippi for flood control, and the cutting of Michigan's White Pine for lumber and to clear land for farming.
6 – G4.3.2 Describe patterns of settlement by using historical and modern maps (e.g., coastal and river cities and towns in the past and present, locations of mega cities, modern cities of over 5 million such as Mexico City, and patterns of agricultural settlements in South and North America).			S M G4		I can describe where people live using maps.		Where and how have places been modified for human settlement and what are some common patterns of settlement? We can describe and explain settlement patterns by using historical maps and modern satellite images. Settlements were located near natural resources and networks of land and water transportation. Settlements that began along rivers initially grew by stretching along the river banks. This is called a linear settlement pattern. Buenos Aires in Argentina developed as a port city along the Rio de la Plata. Another example would be the city of Detroit. Later, linear settlement patterns developed along railways, interstates, and highways. Another settlement pattern is nuclear. A nuclear pattern is observed when many transportation systems intersect and merge. One example would be Mexico City. Another example is Chicago. Calumet, Michigan would be an example of a nuclear settlement pattern centered on the natural resource of copper. In the Western Hemisphere, mega cities, cities with more than 5 million people, represent a new pattern of settlement.
G4.4 Forces of Cooperation and Conflict Explain how forces of conflict and cooperation among people influence the division of the Earth's surface and its resources.							

*C = Assessed at classroom and district levels.
 S = Assessed at classroom, district, and state levels; may be assessed on MME. (30 CE; 16 items)
 CC = State assessed; Common Core; Common to all forms (8 CE; 8 items)

Cc = State assessed; Common; Matrixed by form every year (9 CE; 3 items)
 M = State assessed; Matrixed by form over two or three years (13 + 6 partial CE; 5 items)
 H or G indicates the history or geography standard which serves as the lens through which the expectation will be assessed and reported.

	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can...	Resources	Assessment
							<i>Why do culture groups cooperate or fall prey to conflict?</i>
6 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth and cultural diversity).			S Cc G4		I can identify reasons why there is conflict or cooperation between cultural groups.		Some factors that contribute to cooperation between and among culture groups are common cultural ancestry, common economic or political systems, common religions and language. An example of cooperation would be the establishment of the border between the United States and Canada. Some factors that contribute to conflict are disagreement over the control of natural resources, religious differences, political boundaries and language differences or long standing animosity based on warfare or military occupation. The ongoing conflict between Bolivia and Peru over the location of the border relative to natural resource deposits is an example.
6 – G4.4.2 Describe the cultural clash of First Peoples, French and English in Canada long ago, and the establishment of Nunavut in 1999.			S M G4		I can describe the clash of Canada's first People and the Europeans. I can describe the establishment of Nunavut in 1999.		Early European settlers in Canada had conflicts with the First Peoples over resources. Those clashes often resulted in the First Peoples losing their land. In 1999, the Canadian government and a group of First Peoples leaders cooperated in the establishment of Nunavut, a territory governed by the First Peoples. Another example of conflict was caused because Canada was colonized by both French and English speakers which resulted in a cultural clash over the official language of the country. It was resolved when Canadians agreed that the country would recognize both French and English as official languages.

*C = Assessed at classroom and district levels. S = Assessed at classroom, district, and state levels; may be assessed on MME. (30 CE; 16 items) CC = State assessed; Common Core; Common to all forms (8 CE; 8 items)			Cc = State assessed; Common; Matrixed by form every year (9 CE; 3 items) M = State assessed; Matrixed by form over two or three years (13 + 6 partial CE; 5 items) H or G indicates the history or geography standard which serves as the lens through which the expectation will be assessed and reported.				
	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can...	Resources	Assessment
G4.4 Forces of Cooperation and Conflict Explain how forces of conflict and cooperation among people influence the division of the Earth's surface and its resources.							
6 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth and cultural diversity).							
			S Cc G4				Why do culture groups cooperate or fall prey to conflict? Some factors that contribute to cooperation between and among culture groups are common cultural ancestry, common economic or political systems, common religions and language. An example of cooperation would be the establishment of the border between the United States and Canada. Some factors that contribute to conflict are disagreement over the control of natural resources, religious differences, political boundaries and language differences or long standing animosity based on warfare or military occupation. The ongoing conflict between Bolivia and Peru over the location of the border relative to natural resource deposits is an example.
6 – G4.4.2 Describe the cultural clash of First Peoples, French and English in Canada long ago, and the establishment of Nunavut in 1999.							
			S M G4				Why do culture groups cooperate or fall prey to conflict? Early European settlers in Canada had conflicts with the First Peoples over resources. Those clashes often resulted in the First Peoples losing their land. In 1999, the Canadian government and a group of First Peoples leaders cooperated in the establishment of Nunavut, a territory governed by the First Peoples. Another example of conflict was caused because Canada was colonized by both French and English speakers which resulted in a cultural clash over the official language of the country. It was resolved when Canadians agreed that the country would recognize both French and English as official languages.
G5 ENVIRONMENT AND SOCIETY							

*C = Assessed at classroom and district levels. S = Assessed at classroom, district, and state levels; may be assessed on MME. (30 CE; 16 items) CC = State assessed; Common Core; Common to all forms (8 CE; 8 items)		Cc = State assessed; Common; Matrixed by form every year (9 CE; 3 items) M = State assessed; Matrixed by form over two or three years (13 + 6 partial CE; 5 items) H or G indicates the history or geography standard which serves as the lens through which the expectation will be assessed and reported.					
	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can...	Resources	Assessment
Explain that the physical environment is modified by human activities, which are influenced by the ways in which human societies value and use Earth's natural resources, and by Earth's physical features and processes. Explain how human action modifies the physical environment and how physical systems affect human systems.							
G5.1 Humans and the Environment Describe how human actions modify the environment.							
6 – G5.1.1 Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water), (e.g., changes in the tropical forest environments in Brazil, Peru, and Costa Rica).			S M G5		I can describe how humans affect the environment.		How do humans modify the environment? A complete description of the effects of human actions on the environment would include an examination of atmosphere, biosphere, lithosphere, and hydrosphere. For example as a result of the cutting of the tropical rain forests in South America, one sees a loss of biodiversity in the biosphere,(people, animals and plants), and a decrease in the fertility of the lithosphere, (soil). Manufacturing may lead to pollution of the atmosphere, (air), and hydrosphere, (water). However, human action may also be used to reverse negative trends, such as the replanting of forests or the installation of air scrubbers in factories that exhaust pollutants.
6 – G5.1.2 Describe how variations in technology affect human modifications of the landscape (e.g., clearing forests for agricultural land in South America, fishing in the Grand Banks of the Atlantic, expansion of cities in South America, hydroelectric developments in Canada, Brazil and Chile, and mining coal in Kentucky and West Virginia).			S M G5		I can describe how humans use technology to modify the landscape.		How do humans modify the environment? Human actions modify the environment. How much the environment is modified is dependent on the technology employed. For example, agriculture is one way we have modified the environment. In earliest times and in some places today, humans use hand tools and animals for the cultivation of crops. The resulting disruption or change was, and is, limited by the amount of work that can be done with this technology. Conversely, as humans have in many places world-wide employed machines to assist with agriculture and mining, the disruption or modification of the environment is broader.

*C = Assessed at classroom and district levels. S = Assessed at classroom, district, and state levels; may be assessed on MME. (30 CE; 16 items) CC = State assessed; Common Core; Common to all forms (8 CE; 8 items)		Cc = State assessed; Common; Matrixed by form every year (9 CE; 3 items) M = State assessed; Matrixed by form over two or three years (13 + 6 partial CE; 5 items) H or G indicates the history or geography standard which serves as the lens through which the expectation will be assessed and reported.					
	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can...	Resources	Assessment
6 – G5.1.3 Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere; building a dam floods land upstream and may permit irrigation in another region).			S M G5		I can identify the way changes made by people to the environment can cause changes in other places.		How do humans modify the environment? Human changes to the environment in one location will affect the environment in other locations. The consequences can be positive and/or negative. For example, building a dam can provide low cost hydroelectric power and water for irrigation in other locations; changing the environments of both the flooded area caused by the dam and the newly irrigated farmland. An example of a negative consequence in this case would include the loss of habitat in both areas.
G5.2 Physical and Human Systems Describe how physical and human systems shape patterns on the Earth's surface.							
6– G5.2.1 Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in northern Mexico, disappearance of forest vegetation in the Amazon, natural hazards and disasters from volcanic eruptions in Central America and the Caribbean, and earthquakes in Mexico City and Colombia).	Describe (knowledge)	physical environment, vegetation, drought, deforestation, over-fishing, pollution, agricultural, make a living, disaster, transboundary pollution	S M G5		I can describe human created changes in the environment. I can describe how people have adjusted to environmental changes.		How do changes in the physical environment cause change in human activities and choices? Changes in the physical environment are caused by natural events and human activity. Natural events include earthquakes, volcanoes, and drought. Human activity includes deforestation, over-grazing, over-fishing, and water pollution caused by industrial and agricultural activities. People adjust to environmental change by making choices. Choices are made by governments or individuals. When environmental disruptions occur, people may relocate, change their way of making a living, or stay where they are. For example, if the environmental change is dangerous, then the government may require people to move for safety reasons. Examples may be a volcano, hurricanes, and industrial accidents. If the environmental change is not perceived as life-threatening, the choice is usually made by individuals. Examples may be a prolonged drought, exhaustion of a natural resource, and effects of repeated flooding.

*C = Assessed at classroom and district levels. S = Assessed at classroom, district, and state levels; may be assessed on MME. (30 CE; 16 items) CC = State assessed; Common Core; Common to all forms (8 CE; 8 items)			Cc = State assessed; Common; Matrixed by form every year (9 CE; 3 items) M = State assessed; Matrixed by form over two or three years (13 + 6 partial CE; 5 items) H or G indicates the history or geography standard which serves as the lens through which the expectation will be assessed and reported.				
	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can...	Resources	Assessment
G6 GLOBAL ISSUES PASSED AND PRESENT							
Throughout the school year the students are introduced to topics that address global issues that integrate time and place. Included are capstone projects that entail the investigation of historical and contemporary global issues that have significance for the student and are clearly linked to the world outside the classroom. The topics and issues are developed as capstone projects within units and at the end of the course. Regular experiences with those topics and issues are necessary during each grade in order to build the background students will require to complete in-depth capstone projects.							
G6.1 Global Topic Investigation and Issue Analysis (P2)							
6 – G6.1.1 Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)							
			C		I can write persuasive essay		How do citizens construct deep understandings of global issues? Elements of a capstone project People face significant challenges as residents of Earth. Students will use the following elements to investigate one universal problem: - use technology - collect data - develop a product or performance - apply content from the core disciplines - demonstrate ability to participate in public discourse - make reasoned decisions - demonstrate citizen involvement - use methods of inquiry - compose persuasive civic essays using reasoned arguments

*C = Assessed at classroom and district levels. S = Assessed at classroom, district, and state levels; may be assessed on MME. (30 CE; 16 items) CC = State assessed; Common Core; Common to all forms (8 CE; 8 items)			Cc = State assessed; Common; Matrixed by form every year (9 CE; 3 items) M = State assessed; Matrixed by form over two or three years (13 + 6 partial CE; 5 items) H or G indicates the history or geography standard which serves as the lens through which the expectation will be assessed and reported.				
	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can...	Resources	Assessment
6 – G6.1.2 Investigations Designed for Ancient World History Eras – Conduct research on global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)			C		I can write persuasive essay		How do citizens construct deep understandings of global issues? Elements of a capstone project People face significant challenges as residents of Earth. Students will use the following elements to investigate one universal problem: - use technology - collect data - develop a product or performance - apply content from the core disciplines - demonstrate ability to participate in public discourse - make reasoned decisions - demonstrate citizen involvement - use methods of inquiry - compose persuasive civic essays using reasoned arguments
CIVICS AND GOVERNMENT							
C1 PURPOSES OF GOVERNMENT							
Analyze how people identify, organize, and accomplish the purposes of government.							
C1.1 Nature of Civic Life, Politics, and Government							
Describe Civic Life, Politics, and Government and explain their relationships.							
6 – C1.1.1 Analyze competing ideas about the purposes government should serve in a democracy and in a dictatorship (e.g., protecting individual rights, promoting the common good, providing economic security, molding the character of citizens, or promoting a particular religion).			S M C1				How do democracies and dictatorships differ? The role of government is different in a dictatorship than in a democracy. The role of government in a dictatorship is to maintain personal power or the power of political or military elite at the cost of the common good and individual rights. The purpose of government in a democracy is to protect the rights of citizens while serving the common good.
STRUCTURE AND FUNCTIONS OF GOVERNMENT							

*C = Assessed at classroom and district levels. S = Assessed at classroom, district, and state levels; may be assessed on MME. (30 CE; 16 items) CC = State assessed; Common Core; Common to all forms (8 CE; 8 items)			Cc = State assessed; Common; Matrixed by form every year (9 CE; 3 items) M = State assessed; Matrixed by form over two or three years (13 + 6 partial CE; 5 items) H or G indicates the history or geography standard which serves as the lens through which the expectation will be assessed and reported.				
	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can...	Resources	Assessment
Describe the major activities of government, including making and enforcing laws, providing services and benefits to individuals and groups, assigning individual and collective responsibilities, generating revenue, and providing national individuals and groups, assigning individual and collective responsibilities, generating revenue, and providing national security.							
C3.6 Characteristics of Nation-States Describe the characteristics of nation-states and how they may interact							
6 – C3.6.1 Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government), and how Western Hemisphere nations interact.			S M C3				What are the characteristics of a nation-state? A nation-state can be defined as having a specific geographic territory, permanent citizenry, jurisdiction over the people that reside there, political sovereignty, and a government. Most nations in the Western Hemisphere exchange diplomats and participate in the Organization of American States (OAS). Most countries have economic and cultural exchange agreements.
6 – C3.6.2 Compare and contrast a military dictatorship such as Cuba, a presidential system of representative democracy such as the United States, and a parliamentary system of representative democracy such as Canada.			S Cc C3		I can compare and contrast a military dictatorship, a presidential system of representative democracy and a parliamentary system of representative democracy.		What are the differences between government systems? We can ask three questions to compare parliamentary systems, presidential systems and dictatorships.

*C = Assessed at classroom and district levels.
 S = Assessed at classroom, district, and state levels; may be assessed on MME. (30 CE; 16 items)
 CC = State assessed; Common Core; Common to all forms (8 CE; 8 items)

Cc = State assessed; Common; Matrixed by form every year (9 CE; 3 items)
 M = State assessed; Matrixed by form over two or three years (13 + 6 partial CE; 5 items)
 H or G indicates the history or geography standard which serves as the lens through which the expectation will be assessed and reported.

	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can...	Resources	Assessment
(Con't)			S Cc C3				<p>Question 1: How is a leader chosen? In the presidential system, the president is chosen by the people, in the United States through the Electoral College; in a parliamentary system, the prime minister is chosen by the majority political party; and in a dictatorship, the leader is chosen by decree backed by force.</p> <p>Question 2: How many political parties does the country have? Presidential and parliamentary are multi-party systems, in dictatorships there are no political parties or one legally recognized party.</p> <p>Question 3: How are laws made? In the presidential system, laws are passed by Congress and approved or vetoed by the President; in a parliamentary system, the laws are passed by the Parliament, in a dictatorship laws are passed by decree of the leader or ruling party.</p>
C4 RELATIONSHIPS OF UNITED STATES TO OTHER NATIONS AND THE WORLD AFFAIRS							
Explain that nations interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, and military force, and threat of force.							
C4.3 Conflict and Cooperation Between and Among Nations Explain the various ways that nations interact both positively and negatively.							

*C = Assessed at classroom and district levels.
 S = Assessed at classroom, district, and state levels; may be assessed on MME. (30 CE; 16 items)
 CC = State assessed; Common Core; Common to all forms (8 CE; 8 items)

Cc = State assessed; Common; Matrixed by form every year (9 CE; 3 items)
 M = State assessed; Matrixed by form over two or three years (13 + 6 partial CE; 5 items)
 H or G indicates the history or geography standard which serves as the lens through which the expectation will be assessed and reported.

	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can...	Resources	Assessment
6 – C4.3.1 Explain the geopolitical relationships between countries (e.g., petroleum and arms purchases in Venezuela and Ecuador; foreign aid for health care in Nicaragua).			S M C4				<p>How does geographic location influence relationships between countries; what problems might be caused when national interests conflict; and what benefits came from international cooperation?</p> <p>Location is an important aspect of the geopolitical relationship a country has with other countries. There are two basic aspects of geo-politics. First, all countries want to have undisputed territorial boundaries that clearly define political space and are respected by other countries. Second, countries want to protect national borders by projecting a strong national image, both at home and in other countries. A country's national interests most often come in conflict with nearby or adjacent countries over natural resources, migration of citizens, and disputed land. International cooperation and negotiations over sovereign borders and other issues of national identity can provide stability and resolution over geopolitical issues.</p>
6 – C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues in the Western Hemisphere (e.g., migration and human rights).			S M C4				<p>What challenges do countries face that need to be solved together?</p> <p>Some examples of challenges governments face are trade, immigration, and national sovereignty. Ideally, governments would want to support low prices on consumer goods and protect jobs and industries at home. Ideally, countries would want to support the free movement of all people. Ideally, all nations would seek to protect their national sovereignty. However, countries must make choices and the best choices serve the common good of their citizens. In reality, governments may make decisions which fall short of the ideal to serve a greater good. Some issues inherently involve the cooperation of many countries to solve, such as immigration, pollution, fair trade policies, or fighting the drug trade.</p>

*C = Assessed at classroom and district levels. S = Assessed at classroom, district, and state levels; may be assessed on MME. (30 CE; 16 items) CC = State assessed; Common Core; Common to all forms (8 CE; 8 items)			Cc = State assessed; Common; Matrixed by form every year (9 CE; 3 items) M = State assessed; Matrixed by form over two or three years (13 + 6 partial CE; 5 items) H or G indicates the history or geography standard which serves as the lens through which the expectation will be assessed and reported.				
	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can...	Resources	Assessment
6 – C4.3.3 Give examples of how countries work together for mutual benefits through international organizations (e.g. North American Free Trade Agreement (NAFTA), Organization of American States (OAS), United Nations (UN)).			<p style="text-align: center;">S Cc C4</p>		I can give examples of how countries work together for common benefits through international organizations.		What challenges do countries face that need to be solved together? Countries work together for their mutual benefit through international organizations. Governments work together when it is more efficient to work together than it would be to work independently. Some regional examples of governments working together are the trade agreements between the United States, Canada, and Mexico known as NAFTA; and the Organization of American States (OAS), working to strengthen democracy in the region through the overseeing of fair and free elections, working for peace by leading negotiations to resolve border disputes, and fighting the drug trade. Globally, the United Nations (UN) seeks to maintain international security, protect cultural treasures, and advocate for human rights.
E1 THE MARKET ECONOMY							
Describe the market economy in terms of the relevance of limited resources, how individuals and institutions make and evaluate decisions, the role of incentives, how buyers and sellers interact to create markets, how markets allocate resources, and the economic role of government in a market economy.							
E1.1 Individual, Business, and Government Choices Describe how individuals, businesses and government make economic decisions when confronting scarcity in the market economy.							
6 – E1.1.1 Explain how incentives vary in different economic systems (e.g. acquiring money, profit, goods, wanting to avoid loss of position in society, job placement).	explain, apply, cause and effect	incentives, resources, incentives, profit, market, loyalty	<p style="text-align: center;">S Cc E1</p>	analysis, synthesis, application	I can show how to buy something for the lowest cost		What role do incentives play in economics decision making? Individuals respond predictably to positive and negative incentives in market economies. Productive resources, such as natural resources, labor or human resources, and capital resources are privately owned. Incentives and profits motivate producers to produce the best product at the lowest cost. In a command economy where the profit motive is not present, there exists little incentive, outside of loyalty, to work hard, contain costs, or produce quality goods.
E2 THE NATIONAL ECONOMY							

*C = Assessed at classroom and district levels. S = Assessed at classroom, district, and state levels; may be assessed on MME. (30 CE; 16 items) CC = State assessed; Common Core; Common to all forms (8 CE; 8 items)			Cc = State assessed; Common; Matrixed by form every year (9 CE; 3 items) M = State assessed; Matrixed by form over two or three years (13 + 6 partial CE; 5 items) H or G indicates the history or geography standard which serves as the lens through which the expectation will be assessed and reported.				
	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can...	Resources	Assessment
Use economic concepts, terminology, and data to identify and describe how a national economy functions and to study the role of government as a provider of goods and services within a national economy.							
E2.3 Role of Government Describe how national governments make decisions that affect the national economy.							
6 – E2.3.1 Describe the impact of governmental policy (sanctions, tariffs, treaties) on that country and on other countries that use its resources.	explain, apply, cause and effect	tariffs, foreign, sanctions, treaties, consumer, goods, domestic,	S Cc E2	analysis, synthesis, application	I can show how countries can affect each other.		When do economic decisions made by a country affect other countries? Governmental policies regarding trade, like the imposition of tariffs, sanctions, and treaties, have negative impact on foreign companies and domestic consumers. Sanctions and tariffs increase the cost of foreign goods, protecting the dominance of domestic companies and products. Foreign companies are forced to charge higher prices as compared to domestic goods or services. Consumers are hurt because the lack of competition from foreign companies keeps prices artificially high. For example, through the use of sanctions, Chile could restrict the import of salmon to protect its salmon farming industries. Little or no competition from foreign fishermen would cause the prices for salmon in Chile to be higher for Chilean consumers. The sanction would raise the price of salmon coming from outside of Chile, restricting the amount of salmon from other countries that would be sold in Chile. This could limit the potential profits of non-Chilean salmon fishermen worldwide.
E3 INTERNATIONAL ECONOMY							
Analyze reasons for individuals and businesses to specialize and trade, why individuals and businesses trade across international borders, and the comparisons of the benefits and costs of specialization and the resulting trade for consumers, producers, and governments.							
E3.1 Economic Interdependence Describe patterns and networks of economic interdependence, including trade.							

*C = Assessed at classroom and district levels. S = Assessed at classroom, district, and state levels; may be assessed on MME. (30 CE; 16 items) CC = State assessed; Common Core; Common to all forms (8 CE; 8 items)			Cc = State assessed; Common; Matrixed by form every year (9 CE; 3 items) M = State assessed; Matrixed by form over two or three years (13 + 6 partial CE; 5 items) H or G indicates the history or geography standard which serves as the lens through which the expectation will be assessed and reported.				
	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can...	Resources	Assessment
6 – E3.1.1 Use charts and graphs to compare imports and exports of different countries in the Western Hemisphere and propose generalizations about patterns of economic interdependence.	expalin, cause and effect, analyze	interdependence, global patterns, economic	C	evaluation, analysis	I can read a chart and graph.		What are the global patterns and networks of trade for goods and services? We can use import and export data to compare different countries and make generalizations about patterns of economic interdependence.
6 – E3.1.2 Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital (e.g., global supply chain for computers, athletic shoes, and clothing).	synthesize, apply, analyze	global, networks, capital, interdependence, market systemlabor, raw materials, consumer	S M E3	synthesis, application, analysis	I can map the production of a consumer product.		What are the global patterns and networks of trade for goods and services? We can map the production of consumer products including raw materials, labor, and capital to demonstrate the economic interdependence of countries in a global market system.
6 – E3.1.3 Explain how communications innovations have affected economic interactions and where and how people work (e.g., internet-based home offices, international work teams, international companies).	explain, apply, cause and effect	global. Networks, services, geographic location, competition, market,	S Cc E3	application, comprehension, knowledge	I can tell how improved communication has helped the world.		What are the global patterns and networks of trade for goods and services? Communication innovations have made the competition for the provision of services by the most productive provider a world-wide competitive market. Some examples are expert readings of medical x-rays, records, and tests by highly qualified physicians regardless of geographic location, and provision of customer support for computers and electronics in countries world-wide.
E3.3 Economic Systems Describe how societies organize to allocate resources to produce and distribute goods and services.							

*C = Assessed at classroom and district levels.
 S = Assessed at classroom, district, and state levels; may be assessed on MME. (30 CE; 16 items)
 CC = State assessed; Common Core; Common to all forms (8 CE; 8 items)

Cc = State assessed; Common; Matrixed by form every year (9 CE; 3 items)
 M = State assessed; Matrixed by form over two or three years (13 + 6 partial CE; 5 items)
 H or G indicates the history or geography standard which serves as the lens through which the expectation will be assessed and reported.

	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can...	Resources	Assessment
6 – E3.3.1 Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., compare United States and Cuba, or Venezuela and Jamaica).	analyze, comprehension	economy, tradition, inheritance, barter, currency, market, entrepreneurs, distribution, government, consumer	S Cc E3	analysis, evaluation, comprehend	I can show how a barter system operates.		How do economic systems answer the four economics questions? Who produces a good or service in a traditional economy is determined by inheritance or gender roles. Tradition dictates what and how products are produced. Barter or local currency is most often the medium of exchange. In command economies, economic goals are set in multiyear plans. Decisions about what is produced are made by a central planning committee of the government. Allocation of resources to produce and distribute goods and services is also determined by the planning group. The benefits of production are shared by society. In market economies, what should be produced is determined by consumer demand. How goods and services will be produced and distributed will be determined by entrepreneurs who must compete for resources in the market place. The benefits of production will go to those consumers who can pay the market price and to producers and distributors who earn a profit because they have risked their investment.
PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT							
P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement.							

*C = Assessed at classroom and district levels.
 S = Assessed at classroom, district, and state levels; may be assessed on MME. (30 CE; 16 items)
 CC = State assessed; Common Core; Common to all forms (8 CE; 8 items)

Cc = State assessed; Common; Matrixed by form every year (9 CE; 3 items)
 M = State assessed; Matrixed by form over two or three years (13 + 6 partial CE; 5 items)
 H or G indicates the history or geography standard which serves as the lens through which the expectation will be assessed and reported.

	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can...	Resources	Assessment
<p>6 – P3.1.1 Clearly state an issue as a question or public policy, trace the origins of an issue, analyze and synthesize various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.</p> <ul style="list-style-type: none"> • Identify public policy issues related to global topics and issues studied. • Clearly state the issue as a question of public policy orally or in written form. • Use inquiry methods to acquire content knowledge and appropriate data about the issue. • Identify the causes and consequences and analyze the impact, both positive and negative. • Share and discuss findings of research and issue analysis in group discussions and debates. • Compose a persuasive essay justifying the position with a reasoned argument. • Develop an action plan to address or inform others about the issue at the local to global scales. 			<p>C</p> <p>S</p> <p>M</p> <p>P3.1.1</p> <p>a – C6</p> <p>c – H1.5</p> <p>d – C2</p>				<p>How do citizens act constructively to further the common good?</p> <p>Public issues that affect the life of citizens of the Western Hemisphere may include environmental concerns, jobs, trade, working conditions, human rights, education, and migration/immigration. A deep examination of policy issues would require students to 1) use graphic data, charts and visual data to inform decision making, and 2) understand a variety of points of view. Recognize how resolutions will differ depending on an individual's interpretation of core democratic values. For example, the recognition of the rights of indigenous people is a public issue for many countries in the Western Hemisphere. Public issues include the preservation of indigenous cultures, languages, territorial claims and the accommodation of sovereign rights within the national borders of countries.</p>