

Semester 1-6 th Grade		
Concept	Performance Objectives	Resources
Strand 1: American History Concept 1: Research Skills for History	PO 1. Construct charts, graphs, and narratives using historical data.	Textbook Pages Supplementary Resources
	PO 2. Interpret historical data displayed in graphs, tables, and charts.	
	PO 3. Construct <i>timelines of the historical era being studied (e.g., presidents/world leaders, key events, people.)</i>	
	PO 4. Formulate questions that can be answered by historical study and research.	
	PO 5. Describe <i>the difference between primary and secondary sources.</i>	
	PO 6. Determine the credibility and bias of primary and secondary sources.	
	PO 7. Analyze cause and effect relationships between and among individuals and/or historical events.	

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	PO 8. <i>Describe</i> how archaeological research adds to our understanding of the past.	
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Concept	Performance Objectives	Resources
Strand 1: American History Concept 2: Early Civilizations	PO 1. Describe the characteristics of hunting and gathering societies in the Americas.	Textbook Pages Supplementary Resources
	PO 2. Describe factors (i.e., farming methods, domestication of animals) that led to the development of cultures and civilizations from hunting and gathering societies.	
	PO 3. Describe the cultures of the Mogollon, Ancestral Puebloans (Anasazi), and Hohokam: <ol style="list-style-type: none"> a. location, agriculture, housing, arts, and trade networks b. how these cultures adapted to and altered their environment 	
	PO 4. Describe the Adena, Hopewell, and Mississippian mound-building cultures: <ol style="list-style-type: none"> a. location, agriculture, housing, arts, and trade networks b. how these cultures adapted to and altered their environment 	

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	<p>PO 5. Describe the Mayan, Aztec, and Incan/Inkan civilizations:</p> <ol style="list-style-type: none"> a. location, agriculture, housing, and trade networks b. achievements (e.g., mathematics, astronomy, architecture, government, social structure, arts and crafts) c. how these cultures adapted to and altered their environment 	
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Semester 1-6 th Grade		
Concept	Performance Objectives	Resources
Strand 2: World History Concept 1: Research Skills for History	PO 1. Construct charts, graphs, and narratives using historical data.	Textbook Pages Supplementary Resources
	PO 2. Interpret historical data displayed in graphs, tables, and charts.	
	PO 3. Construct <i>timelines of the historical era being studied (e.g., presidents/world leaders, key events, people.)</i>	
	PO 4. Formulate questions that can be answered by historical study and research.	
	PO 5. Describe <i>the difference between primary and secondary sources.</i>	
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	<p>PO 7. Analyze cause and effect relationships between and among individuals and/or historical events</p>	
	<p>PO 8. Describe <i>how archaeological research adds to our understanding of the past.</i></p>	

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Semester 1 and Semester 2-6th Grade

Concept	Performance Objectives	Resources
<p align="center">Strand 2: World History Concept 2: Early Civilizations</p>	<p>PO 1. Describe the lifestyles of humans in the Paleolithic and Neolithic Ages.</p>	<p>Textbook Pages</p> <p>Supplementary Resources</p>
	<p>PO 2. Determine how the following factors influenced groups of people to develop into civilizations in Egypt, India, Mesopotamia, and China:</p> <ul style="list-style-type: none"> a. farming methods b. domestication of animals c. division of labor d. geographic factors <p>Connect with: Strand 4 Concepts 2, 4, 6 Strand 5 Concept 1</p>	

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	<p>PO 3. Describe the importance of the following river valleys in the development of ancient civilizations:</p> <ol style="list-style-type: none"> Tigris and Euphrates—Mesopotamia Nile - Egypt Huang He - China Indus - India <p>Connect with: Strand 4 Concept 1, 2, 4, 5</p>	
	<p>PO 4. Compare the forms of government of the following ancient civilizations:</p> <ol style="list-style-type: none"> Mesopotamia - laws of Hammurabi Egypt - theocracy China - dynasty <p>Connect with: Strand 3 Concept 3, 5</p>	

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	<p>PO 5. Describe the religious traditions that helped shaped the culture of the following ancient civilizations:</p> <ol style="list-style-type: none"> Sumeria, India (i.e., polytheism) Egypt (i.e., belief in an afterlife) China (i.e., ancestor worship) Middle East (i.e., monotheism) 	
	<p>PO 6. Analyze the impact of cultural and scientific contributions of ancient civilizations on later civilizations:</p> <ol style="list-style-type: none"> Mesopotamia (i.e., laws of Hammurabi) Egypt (i.e., mummification, hieroglyphs, papyrus) China (i.e., silk, gun powder/fireworks, compass) Central and South America (i.e., astronomy, agriculture) <p>Connect with: Strand 5 Concept 2</p>	

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	<p>PO 7. Describe the development of the following types of government and citizenship in ancient Greece and Rome:</p> <ul style="list-style-type: none"> a. democracy b. republics/empires <p>Connect with: Strand 3 Concept 5</p>	
	<p>PO 8. Describe scientific and cultural advancements in ancient civilizations (e.g., networks of roads, aqueducts, art and architecture, literature and theatre, mathematics, philosophy) in ancient civilizations:</p> <p>Connect with: Strand 4 Concepts 2, 4, 5 Strand 5 Concept 2</p>	

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	<p>PO 9. Identify the roles and contributions of individuals in the following ancient civilizations:</p> <ul style="list-style-type: none"> a. Greece and Greek empires (i.e., Socrates, Plato, Aristotle, Sophocles, Euripides, Pericles, Homer, Alexander the Great) b. Rome (i.e., Julius Caesar, Augustus) c. China (i.e., Qin Shi Huan Di, Confucius) d. Egypt (i.e., Hatshepsut, Ramses, Cleopatra) <p>Connect with: Strand 3 Concept 5</p>	
	<p>PO 10. Describe the transition from the Roman Empire to the Byzantine Empire:</p> <ul style="list-style-type: none"> a. “decline and fall” of the Roman Empire b. Empire split in eastern and western regions c. capital moved to Byzantium/Constantinople d. Germanic invasions <p>Connect with: Strand 4 Concept 2</p>	

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Semester 1-6 th Grade		
Concept	Performance Objectives	Resources
Strand 3: Civics/Government Concept 3: Functions of Government	PO 1. Describe the impact of the Laws of Hammurabi on the lives of ancient people and how it relates to the current laws. Connect with: Strand 2 Concept 2	Textbook Pages Supplementary Resources
	PO 2. Describe the impact of the Greek democracy on ancient Greeks and how it relates to current forms of government. Connect with: Strand 2 Concept 2	
	PO 3. Describe the impact of the Roman Republic on ancient Romans and how it relates to current forms of government. Connect with: Strand 2 Concept 2	

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Semester 1-6 th Grade		
Concept	Performance Objectives	Resources
Strand 3: Civics/Government Concept 5: Government Systems of the World	PO 1. Describe the structure of the following governments: a. theocracy b. dictatorship c. republic d. monarchy e. democracy f. anarchy Connect with: Strand 2 Concept 2, 4, 5	Textbook Pages Supplementary Resources

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Semester 1-6 th Grade		
Concept	Performance Objectives	Resources
Strand 4: Geography Concept 1: The World in Spatial Terms	PO 1. Construct maps, charts, and graphs to display geographic information.	Textbook Pages Supplementary Resources
	PO 2. Identify purposes of, and differences among, maps, globes, aerial photographs, charts, and satellite images.	
	PO 3. Interpret maps, charts, and geographic databases using geographic information.	
	PO 4. Locate physical and human features in the United States and in regions of the world on a map (e.g., continents, significant waterways, mountain ranges, cities, countries). Connect with: Strand 2 Concept 2	
	PO 5. Interpret thematic maps, graphs, charts, and databases depicting various aspects of world regions. (Apply to regions studied).	

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Semester 1-6 th Grade		
Concept	Performance Objectives	Resources
Strand 4: Geography Concept 2: Places and Regions	PO 1. Identify regions studied in Strand 2 using a variety of criteria, (e.g., climate, landforms, culture, vegetation). Connect with: Strand 2 Concept 2	Textbook Pages Supplementary Resources
	PO 2. Describe the factors that cause regions and places to change. Connect with: Strand 2 Concept 2	
	PO 3. Describe the interactions of people in different places and regions. Connect with: Strand 2 Concept 3, 4, 5	

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	<p>PO 4. Explain why places and regions serve as cultural symbols such as Jerusalem being a sacred place for Jews, Christians, and Muslims.</p> <p>Connect with: Strand 2 Concept 2</p>	
	<p>PO 5. Describe the physical and human characteristics of places and regions of a Middle Eastern country studied.</p> <p>Connect with: Strand 2 Concept 2</p>	

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Semester 1-6 th Grade		
Concept	Performance Objectives	Resources
<p align="center">Strand 4: Geography Concept 3: Physical Systems</p> <p>(Science Strands are summarized below as they apply to Social Studies content in Grades K-8. These concepts are reinforced in Social Studies classes, but assessed through Science.)</p>	<p>PO 1. Identify the physical processes that influence the formation and location of resources such as oil, coal, diamonds, and copper.</p> <p>Connect with: Science Strand 3 Concept 1 Evaluate the effects of, and describe how people plan for and respond to natural disasters.</p> <p>Science Strand 4 Concept 3 Describe how sunlight, water quality, climate, population density and pollution affect quality of life.</p> <p>Science Strand 6 Concept 1 Describe the composition of and interactions between bodies of water and the atmosphere.</p> <p>Science Strand 6 Concept 2 Explain the water cycle and factors that affect climate.</p>	<p>Textbook Pages</p> <p>Supplementary Resources</p>

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Semester 1-6 th Grade		
Concept	Performance Objectives	Resources
Strand 4: Geography Concept 4: Human Systems	PO 1. Interpret the demographic structure of places and regions using a population pyramid.	Textbook Pages Supplementary Resources
	PO 2. Describe the environmental, economic, cultural, and political effects of human migrations and cultural diffusion on places and regions.	
	PO 3. Analyze the causes and effects of settlement patterns. Connect with: Strand 1 Concept 2 Strand 2 Concept 2	
	PO 4. Identify how factors such as river/coastal civilizations and trade influenced the location, distribution, and interrelationships of economic activities over time and in different regions. Connect with: Strand 2 Concepts 2, 3, 4	

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	<p>PO 5. Identify cultural norms that influence different social, political, and economic activities of men and women.</p> <p>Connect with: Strand 2 Concept 2</p>	
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Concept	Performance Objectives	Resources
Strand 4: Geography Concept 5: Environment and Society	PO 1. Describe ways that human dependence on natural resources influences economic development, settlement, trade, and migration.	Textbook Pages Supplementary Resources
	PO 2. Describe the intended and unintended consequences of human modification (e.g., irrigation, aqueducts, canals) on the environment. Connect with: Strand 2 Concept 2	
	PO 3. Explain how changes in the natural environment (e.g., flooding of the Nile) can increase or diminish its capacity to support human activities. Connect with: Strand 2 Concept 2	

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	PO 4. Identify the way humans respond to/prepare for natural hazards (i.e., lightning, flash floods, dust storms, tornadoes, hurricanes, floods, earthquakes) in order to remain safe.	
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Semester 1-6 th Grade		
Concept	Performance Objectives	Resources
Strand 4: Geography Concept 6: Geographic Applications	PO 1. Describe ways geographic features and conditions influenced settlement in various locations (e.g., near waterways, on high terrain, with adequate fresh water, on good land for farming, in temperate climates) throughout different periods of time, places, and regions. Connect with: Strand 2 Concept 2	Textbook Pages Supplementary Resources
	PO 2. <i>Use geographic knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing current events.</i>	

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Semester 2-6th Grade		
Concept	Performance Objectives	Resources
Strand 1: American History Concept 10: Contemporary United States	PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	Textbook Pages Supplementary Resources
	PO 2 Identify the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	
	PO 3. Describe how key political, social, and economic events of the late 20 th century and early 21 st century affected, and continue to affect, the United States.	

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Semester 2-6th Grade		
Concept	Performance Objectives	Resources
<p style="text-align: center;">Strand 2: World History Concept 3: World in Transition</p> <p>(Note: The Middle Ages were introduced in Grade 4)</p>	<p>PO 1. Describe aspects (e.g., geographic origins, founders and their teachings, traditions, customs, beliefs) of Hinduism, Buddhism, Judaism, Christianity, and Islam.</p> <p>Connect with: Stand 4 Concept 2, 4</p> <hr/> <p>PO 2. Describe the development of the Medieval kingdoms of Ghana, Mali, and Songhai:</p> <ol style="list-style-type: none"> a. Islamic influences b. mining of gold and salt c. centers of commerce <p>Connect with: Strand 5 Concept 1</p>	<p>Textbook Pages</p> <p>Supplementary Resources</p>

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	<p>PO 3. Describe the culture and way of life of the Arab Empire:</p> <ol style="list-style-type: none"> Islam (i.e., Mohammad, Mecca) extensive trade and banking network interest in science (i.e., medicine, astronomy) translation and preservation of Greek and Roman literature <p>Connect with: Stand 5 Concept 1</p>	
	<p>PO 4. Describe the Catholic church's role in the following activities during the Middle Ages:</p> <ol style="list-style-type: none"> Crusades Inquisition education government spread of Christianity 	
	<p>PO 5. Describe the transition from feudalism to nationalism at the end of the Middle Ages.</p>	

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	<p>PO 6. Describe the trade routes that established the exchange of goods (e.g., silk, salt, spices, gold) between eastern and western civilizations during the 15th and 16th centuries.</p> <p>Connect with: Strand 4 Concepts 2, 4 Strand 5 Concept 1</p>	
	<p>PO 7. Describe how trade routes led to the exchange of ideas (e.g., religion, scientific advances, literature) between Europe, Asia, Africa and the Middle East during the 15th and 16th centuries.</p> <p>Connect with: Strand 3 Concept 1 Strand 4 Concept 4, 5 Strand 5 Concept 1</p>	

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Concept	Performance Objectives	Resources
Strand 2: World History Concept 4: Renaissance and Reformation	PO 1. Describe how the Renaissance was a time of renewal and advancement in Europe: <ul style="list-style-type: none"> a. rebirth of Greek and Roman ideas b. new ideas and products as a result of trade c. the arts d. science Connect with: Strand 3 Concept 5 Strand 4 Concepts 2, 4, 5 Strand 5 Concept 1, 2	Textbook Pages Supplementary Resources

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	<p>PO 2. Describe the contributions or accomplishments of the following individuals during the Renaissance and Reformation:</p> <ul style="list-style-type: none"> a. Leonardo da Vinci b. Michelangelo c. Gutenberg d. Martin Luther <p>Connect with: Strand 3 Concept 1 Strand 4 Concept 4</p>	
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Semester 2-6th Grade		
Concept	Performance Objectives	Resources
Strand 2: World History Concept 5: Encounters and Exchange	<p>PO 1. Describe how new ways of thinking in Europe during the Enlightenment fostered the following changes in society:</p> <ul style="list-style-type: none"> a. Scientific Revolution (i.e., Copernicus, Galileo, Newton) b. natural rights (i.e., life, liberty, property) c. governmental separation of powers vs. monarchy d. religious freedom e. Magna Carta <p>Connect with: Strand 3 Concept 1, 4, 5 Science Strand 2 Concept 1</p>	Textbook Pages Supplementary Resources

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Semester 2-6 th Grade		
Concept	Performance Objectives	Resources
Strand 2: World History Concept 9: Contemporary World	PO 1. <i>Describe</i> current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	Textbook Pages Supplementary Resources
	PO 2. <i>Identify</i> the connection between current and historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	

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Semester 2-6 th Grade		
Concept	Performance Objectives	Resources
Strand 3: Civics/Government Concept 1: Foundations of Government	PO 1. Discuss the important ideas of the Enlightenment Period (e.g., Natural Rights, separation of powers, religious freedom) that fostered the creation of the United States government. Connect with: Strand 2, Concept 4, 5	Textbook Pages Supplementary Resources

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Semester 2-6 th Grade		
Concept	Performance Objectives	Resources
Strand 3: Civics/Government Concept 4: Rights, Responsibilities, and Roles of Citizenship	PO 1. <i>Describe</i> ways an individual can contribute to a school or community.	Textbook Pages Supplementary Resources
	PO 2. <i>Discuss</i> the character traits (i.e., respect, responsibility, fairness, involvement) that are important to the preservation and improvement of constitutional democracy in the United States. Connect with: Strand 2 Concept 5	
	PO 3. <i>Describe</i> the importance of citizens being actively involved in the democratic process (e.g., voting, student government, involvement in political decision making, analyzing issues, petitioning public officials). Connect with: Strand 2 Concept 5	

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Semester 2-6th Grade		
Concept	Performance Objectives	Resources
Strand 5: Economics Concept 1: Foundations of Economics	PO 1. Identify how limited resources and unlimited human wants cause people to choose some things and give up others.	Textbook Pages Supplementary Resources
	PO 2. Determine how scarcity, opportunity costs, and trade-offs influence decision-making.	
	PO 3. Explain why specialization improves standards of living. Connect with: Strand 2 Concept 2	
	PO 4. Compare how money, as opposed to barter, facilitates trade.	

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	<p>PO 5. Explain how trade promoted economic growth throughout world regions.</p> <p>Connect with: Strand 2, Concepts 3, 4</p>	
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Semester 2-6th Grade		
Concept	Performance Objectives	Resources
Strand 5: Economics Concept 5: Personal Finance	PO 1. Compare the cost and benefits of using credit.	Textbook Pages Supplementary Resources
	PO 2. Explain how interest is the price paid to borrow money.	
	PO 3. Describe the factors lenders consider before lending money.	

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