

## FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES

# "Building a Better Future for Every Child - Every Day!" Summer 2013

Weeks 1 – 3 Unit/Topic Geography	the Curriculum Map
Unit/Topic Control of the Control of	the Curriculum Map
	Weeks 4 – 6
Geography	Unit/Topic
Cography	Geography
Themes	Skills/Culture
forms of government (monarchy, democracy, republic, dictatorship) in the present day.  SS-06-1.1.2Students will describe and give examples to support how present day democratic governments function to preserve and protect the	CORE CONTENT 4.1  ernment & Civics:  ures & Societies:  nomics:  graphy: 6-4.3.1 Students will describe patterns of human settlement in the present day and ain how these patterns are influenced by human needs. 6-4.3.2 Students will explain why and give examples of how human populations may ige and or migrate because of factors such as war, famine, disease, economic opportunity technology in the present day. 6-4.4.1 Students will explain how technology in the present day assists human lification (e.g., irrigation, clearing land, building roads) of the physical environment in ons. 6-4.4.2 Student will describe ways in which the physical environment (e.g., natural urrces, physical geography, natural disasters) both promotes and limits human activities , exploration, migration, trade, settlement, development) in the present day.  orical Perspective:

the	prese	ent d	lay.
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SS-06-4.2.1Students will describe how regions in the present day are made distinctive by human characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g., mountains, bodies of water, valleys) that create advantage and disadvantages for human activities (e.g., exploration, migration, trade, settlement, development).

SS-06-4.2.2 Students will describe and give examples of how places and regions in the present day change over time as technologies, resources and knowledge become available. SS-06-4.3.1 Students will describe patterns of human settlement in the present day and explain how these patterns are influenced by human needs.

SS-06-4.3.2 Students will explain why and give examples of how human populations may change and or migrate because of factors such as war, famine, disease, economic opportunity and technology in the present day.

SS-06-4.4.1 Students will explain how technology in the present day assists human modification (e.g., irrigation, clearing land, building roads) of the physical environment in regions.

SS-06-4.4.2 Student will describe ways in which the physical environment (e.g, natural resources, physical geography, natural disasters) both promotes and limits human activities (e.g., exploration, migration, trade, settlement, development) in the present day.

#### **Historical Perspective:**

	CURRICULUM		CURRICULUM		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Identify	Identify	Identify	Identify	Identify	Identify
Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics
What is Geography?	Models of Earth Kinds of Maps	Five Themes of Geography	Physical Geography Culture	Social Institutions and Human Need	Population
I CAN STATEMENTS:  I can use a variety of geographic tools (maps, photographs, charts, graphs, databases, satellite images) to interpret patterns and locations on Earth's surface in the present day.  I can describe how different factors (e.g., rivers, mountains, plains) affect where human activities are located in the present day.	I CAN STATEMENTS: I can describe how regions in the present day are made distinctive by human characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g., mountains, bodies of water, valleys) that create advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement,	I CAN STATEMENTS: I can describe and give examples of how places and regions in the present day change over time as technologies, resources and knowledge become available.	I CAN STATEMENTS: I can describe patterns of human settlement in the present day and explain how these patterns are influenced by human needs. I can explain why and give examples of how human populations may change and /or migrate because of factors such as war, famine, disease, economic opportunity and technology in the present day.	I CAN STATEMENTS: I can explain how technology in the present day assists human modification (e.g., irrigation, clearing land, building roads) of the physical environment I regions.  I can describe ways in which the physical environment (e.g., natural resources, physical geography, natural disasters) both promotes and limits human activities (e.g., exploration, migration,	I CAN STATEMENTS: I can explain how the natural resources of a place or region impact its political, social and economic development in the present day.  I can explain how individual and group perspectives impact the use of natural resources (e.g., urban development, recycling) in the present day.

	development).			trade, settlement, development) in the present day.	
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary Urban development,
Maps, photographs, charts, graphs, databases, satellite images, dams, roads, urban centers, mountains, bodies of water, valleys, exploration, migration, trade, settlements, development, irrigation, land clearing, building roads, natural resources, physical geography, natural disasters, exploration, migration, trade, settlement, development	Monarchy, democracy, republic, dictatorship, voting, natural resources, human resources, capital goods, traditional, command, market, mixed	Language, arts, customs, beliefs, literature, politics, economics, religion, ethnicity,	War, famine, disease, economic opportunity	Irrigation, clearing land, building roads, natural resources, physical geography, natural disasters, exploration, migration, trade, settlement, development	recycling
Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities
Inquiry Based Best Practice, Cooperative	Inquiry Based Best Practice, Cooperative	Inquiry Based Best Practice, Cooperative	Inquiry Based Best Practice, Cooperative	Inquiry Based Best Practice, Cooperative	Inquiry Based Best Practice, Cooperative
Group work, Research	Group work, Research	Group work, Research	Group work, Research	Group work, Research	Group work, Research
using the web,	using the web,	using the web,	using the web,	using the web,	using the web, interviews
interviews with	interviews with	interviews with primary	interviews with	interviews with	with primary sources,
primary sources,	primary sources,	sources, vocabulary	primary sources,	primary sources,	vocabulary enhancement
vocabulary	vocabulary	enhancement activities,	vocabulary	vocabulary	activities, interpreting

enhancement activities, interpreting secondary sources, writing for understanding, Marzano's Compare/Contrast Strategy	enhancement activities, interpreting secondary sources, writing for understanding, Marzano's Compare/Contrast Strategy	interpreting secondary sources, writing for understanding, Marzano's Compare/Contrast Strategy	enhancement activities, interpreting secondary sources, writing for understanding, Marzano's Compare/Contrast Strategy, History Alive - Geography	enhancement activities, interpreting secondary sources, writing for understanding, Marzano's Compare/Contrast Strategy, History Alive - Geography	secondary sources, writing for understanding, Marzano's Compare/Contrast Strategy, Hitory Alive - Geography
Balanced Assessment: Formative Clicker/CPS Thumbs up Exit Slips Quick Writes Response Boards	Balanced Assessment: Formative Clicker/CPS Thumbs up Exit Slips Quick Writes Response Boards	Balanced Assessment: Formative Clicker/CPS Thumbs up Exit Slips Quick Writes Response Boards	Balanced Assessment: Formative Clicker/CPS Thumbs Up Exit Slips Quick Writes Response Boards	Balanced Assessment: Formative Clicker/CPS Thumbs Up Exit Slips Quick Writes Response Boards	Balanced Assessment: Formative Clicker/CPS Thumbs Up Exit Slips Quick Writes Response Boards
Summative	Summative	Summative	Summative	Summative	Summative
Constructed Response Multiple Choice On Demand Design of Authenic Products Open Response  Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Constructed Response Multiple Choice On Demand Design of Authenic Products Open Response  Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Constructed Response Multiple Choice On Demand Design of Authenic Products Open Response  Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Constructed Response Multiple Choice On-Demand Design of Authentic Products Open-Response  Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Constructed Response Multiple-Choice On-Demand Design of Authentic Products Open-Response  Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Constructed Response Multiple-Choice On-Demand Design of Authentic Products Open-Response  Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)

Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
Web Quests	Web Quests	Web Quests	Web Quests	Web Quests	Web Quests
Study Island	Study Island	Study Island	Study Island	Study Island	Study Island
<b>United Streaming</b>	United Streaming	United Streaming	United Streaming	United Streaming	<b>United Streaming</b>
History Alive	History Alive	History Alive	History Alive	History Alive	History Alive
KCCT Coach Book	KCCT Coach Book	KCCT Coach Book	KCCT Coach	KCCT Coach	KCCT Coach
Buckle Down	Buckle Down	Buckle Down	Buckle Down	Buckle Down	Buckle Down
Internet	Internet	Internet	Internet	Internet	Internet
Textbook	Textbook	Textbook	Textbook	Textbook	Textbook
Brainpop	Brainpop	Brainpop	Brainpop	Brainpop	Brainpop
Community	Community	Community	Community	Community	Community
Members/Resources	Members/Resources	Members/Resources	Members/Resources	Members/Resources	Members/Resources
Possible PD:	Possible PD:	Possible PD:	Possible PD:	Possible PD:	Possible PD:
History Alive/TCI	History Alive/TCI	History Alive	History Alive	History Alive	History Alive
Formative Assessment	Formative Assessment	Formative Assessment	Formative Assesment	Formative Assesment	Formative Assesment

		Weeks 10-12
	Weeks 7-9	
	Unit/Topic	Unit/Topic
	United States	Canada
	CORE CONTENT 4.1	CORE CONTENT 4.1
SS-06 gove of the	ernment & Civics: 6-1.1.2 Students will describe and give examples to support how present day democratic rnments function to preserve and protect the rights (e.g., Voting), liberty and property eir citizens by making, enacting, and enforcing appropriate rules and laws.  Ire & Societies:	Government & Civics:  SS-06-1.1.1Students will compare purposed and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in the present day.  SS-06-1.1.2 Students will describe and give examples to support how present day democratic governments function to preserve and protect the rights (e.g., Voting), liberty and property of their citizens by making, enacting, and enforcing appropriate rules and laws.
SS-06	omics:  5-3.1.1 Students will explain and give examples of how scarcity requires individuals, ps and governments in the present day to make decisions about how productive urces (natural resources, human resources capital goods) are used.	Culture & Societies:  SS-06-2.3.1 Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occur among individuals and groups in the present day.  SS-06-2.3.2I can explain how compromise and cooperation are possible choices to resolve conflict among individuals and groups I the present day.
SS-06	6-3.2.1 Students will compare present day economic systems (traditional, command, set, mixed). 6-3.3.1 Students will explain how in present day market economies, the prices of goods services are deter I can compare purposed and sources of power in the most common s of government (monarchy, democracy, republic, dictatorship) in the present day.	Economics:  SS-06-3.4.2 Students will describe how new knowledge, technology/tools and specialization increase human productivity in the present day.  SS -06-3.4.3 Students will explain how international economic activities are interdependent in the present day.  SS-06-3.1.1 Students will explain and give examples of how scarcity requires individuals, groups and governments in the present day to make decisions about how productive resources (natural resources, human resources capital goods) are used.
SS-06 grapl	<u>traphy:</u> 5-4.1.1 Students will use a variety of geographic tools (maps, photographs, charts, hs, databases, satellite images) to interpret patterns and locations on Earth's surface in present day.	SS-06-3.2.1 Students will compare present day economic systems (traditional, command, market, mixed).
SS 06	5.4.2.1 Students will describe how regions in the present day are made distinctive by	SS-06-3.3.1 Students will explain how in present day market economies, the prices of goods

SS-06-4.2.1 Students will describe how regions in the present day are made distinctive by human characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g., mountains, bodies of water, valleys) that create advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement, development).

SS-06-4.2.2 Students will describe and give examples of how places and regions in the present day change over time as technologies, resources and knowledge become available.

#### **Historical Perspective:**

#### **Geography:**

SS.-06-4.2.1I can describe how regions in the present day are made distinctive by human characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g., mountains, bodies of water, valleys) that create advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement, development) where human activities are located in the present day.

### <u>Historical Perspective:</u>

and services are determined by supply and demand.

	CURRICULUM			CURRICULUM			
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12		
Identify	Identify	Identify	Identify	Identify	Identify		
Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics		
Location	Regional Study	Democracy Under	Forms of Government	Physical Features	Economics		
Regions	Economics	Review		Social Interactions			
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN	I CAN STATEMENTS:		
		I can describe and give	I can compare purposed and	STATEMENTS:	I can describe how new		
I can use a variety of	I can describe and give	examples to support how	sources of power in the most	I can describe how regions	knowledge, technology/tools		
geographic tools (maps,	examples of how places and	present day democratic	common forms of	in the present day are	and specialization increase		
photographs, charts, graphs,	regions in the present day	governments function to preserve and protect the rights	government (monarchy, democracy, republic,	made distinctive by human	human productivity in the present day.		
databases, satellite images)	change over time as	(e.g., Voting), liberty and	dictatorship) in the present	characteristics (e.g., dams, roads, urban centers) and	present day.		
to interpret patterns and	technologies, resources and	property of their citizens by	day.	physical characteristics	I can explain how international		
locations on Earth's surface	knowledge become	making, enacting, and	,	(e.g., mountains, bodies of	economic activities are		
in the present day.	available.	enforcing appropriate rules and	I can describe and give	water, valleys) that create	interdependent in the present		
		laws.	examples to support how	advantages and	day.		
I can describe how different	I can explain and give		present day democratic	disadvantages for human			
factors(e.g., rivers,	examples of how scarcity		governments function to preserve and protect the	activities (e.g., exploration,	I can explain and give examples		
mountains, plains) affect	requires individuals, groups		rights (e.g., Voting), liberty	migration, trade, settlement, development	of how scarcity requires		
where human activities are	and governments in the		and property of their citizens	where human activities are	individuals, groups and		
located in the present day.	present day to make		by making, enacting, and	located in the present day.	governments in the present		
	decisions about how		enforcing appropriate rules	,	day to make decisions about		
I can describe how regions in	productive resources		and laws.	I can compare how cultures	how productive resources		
the present day are made	(natural resources, human			(present day) develop	(natural resources, human		
distinctive by human	resources capital goods) are			social institutions (family,	resources capital goods) are		
characteristics (e.g., dams,	used.			religion, education,	used.		
roads, urban centers) and				government, economy) to respond to human needs,	I can compare present day		
physical characteristics (e.g.,	I can compare present day			structure society and	economic systems (traditional,		
mountains, bodies of water,	economic systems			influence behavior.	command, market, mixed).		
valleys) that create	(traditional, command,				community, market, mixed).		
advantages and	market, mixed).			I can explain how conflict	I can explain how in present		
disadvantages for human	I can explain how in present			and competition (e.g.,	day market economies, the		
activities (e.g., exploration,	day market economies, the			political, economic,	prices of goods and services		
migration, trade, settlement,	prices of goods and services			religious, ethnic) occur among individuals and	are determined by supply and		
development).	are deter I can compare			groups in the present day.	demand.		
	purposed and sources of			S. T. Fo the present day.			
	power in the most common			I can explain how	I can describe how different		
	forms of government			compromise and	factors (e.g., rivers, mountains,		

	(monarchy, democracy, republic, dictatorship) in the present day.			cooperation are possible choices to resolve conflict among individuals and groups I the present day.	plains) affect where human activities are located in the present day.
Critical Vocabulary Maps, photographs, charts, graphs, databases, satellite images, rivers, mountains, plains, dams, urban centers, mountains, bodies of water, valleys, exploration, migration, trade, settlement, development	Critical Vocabulary natural resources, human resources, capital goods, traditional, command, and mixed markets, monarchy, democracy, republic, dictatorship	Critical Vocabulary Voting, representative democracy, federal republic, U.S. Constitution, Declaration of Independence, succession	Critical Vocabulary  Parliamentary democracy, prime minister, monarchy, republic, dictatorship, provinces, autonomy	Critical Vocabulary Glaciers, tundra, prairie, cordillera	Critical Vocabulary  Manufacturing, farming, service industries, free market economy
Suggested Strategies/Activities Inquiry Based Best Practice, Cooperative Group work, Research using the web, interviews with primary sources, vocabulary enhancement activities, interpreting secondary sources, writing for understanding, Marzano's Compare/Contrast Strategy	Suggested Strategies/Activities Inquiry Based Best Practice, Cooperative Group work, Research using the web, interviews with primary sources, vocabulary enhancement activities, interpreting secondary sources, writing for understanding, Marzano's Compare/Contrast Strategy	Suggested Strategies/Activities Inquiry Based Best Practice, Cooperative Group work, Research using the web, interviews with primary sources, vocabulary enhancement activities, interpreting secondary sources, writing for understanding, Marzano's Compare/Contrast Strategy	Suggested Strategies/Activities Inquiry Based Best Practice, Cooperative Group work, Research using the web, interviews with primary sources, vocabulary enhancement activities, interpreting secondary sources, writing for understanding, Marzano's Compare/Contrast Strategy	Suggested Strategies/Activities Inquiry Based Best Practice, Cooperative Group work, Research using the web, interviews with primary sources, vocabulary enhancement activities, interpreting secondary sources, writing for understanding, Marzano's Compare/Contrast Strategy	Suggested Strategies/Activities Inquiry Based Best Practice, Cooperative Group work, Research using the web, interviews with primary sources, vocabulary enhancement activities, interpreting secondary sources, writing for understanding, Marzano's Compare/Contrast Strategy

Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:
<b>Formative</b>	Formative	Formative	Formative	Formative	Formative
Clicker/CPS	Clicker/CPS	Clicker/CPS	Clicker/CPS	Clicker/CPS	Clicker/CPS
Thumbs up	Thumbs up	Thumbs up	Thumbs up	Thumbs up	Thumbs up
Exit Slips	Exit Slips	Exit Slips	Exit Slips	Exit Slips	Exit Slips
<b>Quick Writes</b>	Quick Writes	Quick Writes	Quick Writes	Quick Writes	Quick Writes
Response Boards	Response Boards	Response Boards	Response Board	Response Boards	Response Boards
Summative	Summative	Summative	Summative	Summative	Summative
<b>Constructed Response</b>	<b>Constructed Response</b>	Constructed Response	Constructed Response	Constructed	Constructed Response
<b>Multiple Choice</b>	Multiple Choice	Multiple Choice	Multiple Choice	Response	Multiple Choice
On Demand	On Demand	On Demand	On Demand	Multiple Choice	On Demand
<b>Design of Authenic</b>	Design of Authenic	Design of Authenic	Design of Authenic	On Demand	Design of Authenic
Products	Products	Products	Products	Design of Authenic	Products
Open Response	Open Response	Open Response	Open Response	Products	Open Response
Common (PLC Teams	Common (PLC Teams	Common (PLC Teams	Common (PLC Teams	Open Response	Common (PLC Teams
will design the	will design the	will design the common	will design the common	Common (PLC Teams	will design the common
common assessments,	common assessments,	assessments, i.e., grade	assessments, i.e., grade	will design the	assessments, i.e., grade
i.e., grade level,	i.e., grade level,	level, and/or depts)	level, and/or depts)	common	level, and/or depts)
and/or depts)	and/or depts)			assessments, i.e.,	
				grade level, and/or	
				depts)	
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
Web Quests	Web Quests	Web Quests	Web Quests	Web Quests	Web Quests
Study Island	Study Island	Study Island	Study Island	Study Island	Study Island
<b>United Streaming</b>	United Streaming	United Streaming	United Streaming	United Streaming	United Streaming
History Alive	History Alive	History Alive	History Alive	History Alive	History Alive
KCCT Coach Book	KCCT Coach Book	KCCT Coach Book	KCCT Coach Book	KCCT Coach Book	KCCT Coach Book
Buckle Down	Buckle Down	Buckle Down	Buckle Down	Buckle Down	Buckle Down
Internet	Internet	Internet	Internet	Internet	Internet
Textbook	Textbook	Textbook	Textbook	Textbook	Textbook
Brainpop	Brainpop	Brainpop	Brainpop	Brainpop	Brainpop
Community	Community	Community	Community	Community	Community
Members/Resources	Members/Resources	Members/Resources	Members/Resources	Members/Resources	Members/Resources
Possible PD:	Possible PD:	Possible PD:	Possible PD:	Possible PD:	Possible PD:
History Alive/TCI	History Alive/TCI	History Alive/TCI	History Alive/TCI	History Alive/TCI	History Alive/TCI
Formative Assessment	Formative Assessment	Formative Assessment	Formative Assessment	Formative Assessment	Formative Assessment

Weeks 13-15	Weeks 16-18				
	1.00.00 20 20				
Unit/Topic Latin America	Unit/Topic Europe				
Latin America	Luiope				
CORE CONTENT 4.1	CORE CONTENT 4.1				
Government & Civics:	Government & Civics:				
SS-06-1.1.1Students will compare purposed and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in the present day.	SS-06-1.1.1 Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in the present day.				
SS-06-1.1.2 Students will describe and give examples to support how present day democratic governments function to preserve and protect the rights (e.g., Voting), liberty and property of their citizens by making, enacting, and enforcing appropriate rules and laws.  Culture & Societies:	SS-06-1.1.2 Students will describe and give examples to support how present day democratic governments function to preserve and protect the rights (e.g., Voting), liberty and property of their citizens by making, enacting, and enforcing appropriate rules and laws.				
SS-06-2.1.1 Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) define specific groups in the global world of the present day and may result	Culture & Societies:				
in unique perspectives.  SS-06-2.3.2 Students will explain how compromise and cooperation are possible choices to resolve conflict among individuals and groups in the present day.	Economics:				
Economics:	Geography: SS-06-4.2.1 Students will describe how regions in the present day are made distinctive by				
SS-06-3.1.1Students will explain and give examples of how scarcity requires individuals,	human characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g.,				
groups and governments in the present day to make decisions about how productive resources (natural resources, human resources capital goods) are used.	mountains, bodies of water, valleys) that create advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement, development).				
SS-06-3.2.1 Students will compare present day economic systems (traditional, command, market, mixed).	SS-06-4.2.2 Students will describe and give examples of how places and regions in the present day change over time as technologies, resources and knowledge become available.				
SS-06-3.4.2Students will describe how new knowledge, technology/tools and specialization increase human productivity in the present day.	Historical Perspective:  SS-06-5.1.1I can use a variety of tools (e.g., primary and secondary sources) to describe and				
SS-06-3.4.3 Students will explain how international economic activities are interdependent in the present day.	explain historical events and conditions and to analyze the perspectives of different				
Geography:					
SS-06-4.1.1 Students will use a variety of geographic tools (maps, photographs, charts,					

the present day.  SS-06-4.2.1 Students will deschuman characteristics (e.g., damountains, bodies of water, vactivities (e.g., exploration, m	rages) to interpret patterns and cribe how regions in the presentants, roads, urban centers) and valleys) that create advantages a igration, trade, settlement, deverble and give examples of how nologies, resources and knowled	t day are made distinctive by physical characteristics (e.g., and disadvantages for human relopment).			
	CURRICULUM			CURRICULUM	
Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Identify Sub-Topics Introduction of Regions and Culture Mexico	Identify Sub-Topics Central America – (Latin America) West Indies	Identify Sub-Topics South America Government and Culture Environmental Issues	Identify Sub-Topics Europe – Early and Modern History	Identify Sub-Topics Europe-Modern History/ Regions and Countries- Western Europe	Identify Sub-Topics Regions and Countries Western/Eastern Europe
I CAN STATEMENTS: I can explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) define specific groups in the global world of the present day and may result in unique perspectives. I can explain how compromise and cooperation are possible choices to resolve conflict among individuals and groups in the present day.	I CAN STATEMENTS: I can describe and give examples of how places and regions in the present day change over time as technologies, resources and knowledge become available. I can describe how regions in the present day are made distinctive by human characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g., mountains, bodies of water,	I CAN STATEMENTS: I can describe and give examples of how places and regions in the present day change over time as technologies, resources and knowledge become available.  I can describe how regions in the present day are made distinctive by human characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g., mountains, bodies of water, valleys) that create advantages	I CAN STATEMENTS: I can use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethic group, age, economic status, religion, political group) in present day regions.  I can compare purposes and sources of power in the most common forms of government	I CAN STATEMENTS: I can describe how regions in the present day are made distinctive by human characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g., mountains, bodies of water, valleys) that create advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement, development). I can describe and give	I CAN STATEMENTS: I can explain how individual and group perspectives impact the use of natural resources (e.g., urban development, recycling) in the present day.  I can compare purposed and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in the present day.  I can describe and give

I can compare present day economic systems (traditional, command, market, mixed).

I can explain ways in which the basic economic questions about the production, distribution and consumption of goods and services are addressed in the present day.

I can describe how new knowledge, technology/tools and specialization increase human productivity in the present day.

I can explain how international economic activities are interdependent in the present day.

I can use a variety of geographic tools (maps, photographs, charts, graphs, databases, satellite images) to interpret patterns and locations on Earth's surface in the present day.

I can describe how different factors (e.g., rivers, mountains, plains) affect where human activities are located in the present day. valleys) that create advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement, development) in the present day.

I can explain how the natural resources of a place or region impact its political,, social and economic development in the present day.

I can explain how individual and group perspectives impact the use of natural resources (e.g., urban development, recycling) in the present day. and disadvantages for human activities (e.g., exploration, migration, trade, settlement, development) in the present day.

I can explain how the natural resources of a place or region impact its political,, social and economic development in the present day.

I can explain how individual and group perspectives impact the use of natural resources (e.g., urban development, recycling) in the present day.

I can compare purposed and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in the present day.

I can describe and give examples to support how present day democratic governments function to preserve and protect the rights (e.g., Voting), liberty and property of their citizens by making, enacting, and enforcing appropriate rules and laws.

(monarchy, democracy, republic, dictatorship) in the present day.

examples of how places and regions in the present day change over time as technologies, resources and knowledge become available.

I can describe how different factors (e.g., rivers, mountains, plains) affect where human activities are located in the present day. I can explain how individual and group perspectives impact the use of natural resources (e.g., urban development, recycling) in the present day.

I can compare purposed and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in the present day.

I can describe and give examples to support how present day democratic governments function to preserve and protect the rights (e.g., Voting), liberty and property of their citizens by making, enacting, and enforcing appropriate rules and laws.

examples to support how present day democratic governments function to preserve and protect the rights (e.g., Voting), liberty and property of their citizens by making, enacting, and enforcing appropriate rules and laws.

I can describe how regions in the present day are made distinctive by human characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g., mountains, bodies of water, valleys) that create advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement, development).

I can describe and give examples of how places and regions in the present day change over time as technologies, resources and knowledge become available.

Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	critical Vocabulary
land bridge	Isthmus	basin	emperor	parliamentary	communist state
peninsula	canopy	selva	common law	democracy	pope
latitude	ecoourist	escarpment	feudalism	constitutional	nomad
altitude	literacy rate	favela	democracy	monarchy	privatize
hurricanes	republic	deforestation	indulgences	multinational	consumer goods
vaqueros	parliamentary	pampas	serf	company	ethnic cleansing
maquiladoras	democracy	estancia	polis	multilingual	refugee
subsistence farms		gaucho	charter	federal republic	mosque
plantations	archipelago	hydroelectric power	missionary	reunification	steppe
service industries	bauxite	llanos	guild	neutrality	
NAFTA	communist state	altitude	productivity	continental divide	
jade	cooperative	caudillo	cottage industry	fjord	
obsidian	embargo	cordillera	union	welfare state	
maize	free trade zone	cash crop	strike	geothermal energy	
haciendas	commonwealth	mestizo	imperialism	dry farming	
plazas		campesino	communism	sirocco	
adobe		foothills	holocaust	coalition government	
federal republic		empire	genocide		
migrant workers		landlocked	Cold War		
national debt		altiplano	deterrence		
smog		sodium nitrate	blockade		
			airlift		
			nuclear weapon		
Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
Inquiry Based Best	Inquiry Based Best	Inquiry Based Best	Inquiry Based Best	Inquiry Based Best	Inquiry Based Best
Practice, Cooperative	Practice, Cooperative	Practice, Cooperative	Practice, Cooperative	Practice, Cooperative	Practice, Cooperative
Group work, Research	Group work, Research	Group work, Research	Group work, Research	Group work, Research	Group work, Research
using the web,	using the web,	using the web, interviews	using the web,	using the web,	using the web,
interviews with	interviews with	with primary sources,	interviews with primary	interviews with	interviews with primary
primary sources,	primary sources,	vocabulary enhancement	sources, vocabulary	primary sources,	sources, vocabulary
vocabulary	vocabulary	activities, interpreting	enhancement activities,	vocabulary	enhancement activities,
enhancement	enhancement	secondary sources,	interpreting secondary	enhancement	interpreting secondary
activities, interpreting	activities, interpreting	writing for	sources, writing for	activities, interpreting	sources, writing for
secondary sources,	secondary sources,	understanding,	understanding,	secondary sources,	understanding,
writing for	writing for	Marzano's	Marzano's	writing for	Marzano's

understanding, Marzano's Compare/Contrast Strategy	understanding, Marzano's Compare/Contrast Strategy	Compare/Contrast Strategy	Compare/Contrast Strategy	understanding, Marzano's Compare/Contrast Strategy	Compare/Contrast Strategy
Balanced Assessment: Formative Clicker/CPS Thumbs up Exit Slips Quick Writes Response Boards  Summative Constructed Response Multiple Choice On Demand Design of Authenic Products Open Response Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Balanced Assessment: Formative Clicker/CPS Thumbs up Exit Slips Quick Writes Response Boards  Summative Constructed Response Multiple Choice On Demand Design of Authenic Products Open Response Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Balanced Assessment: Formative Clicker/CPS Thumbs up Exit Slips Quick Writes Response Boards  Summative Constructed Response Multiple Choice On Demand Design of Authenic Products Open Response Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Balanced Assessment: Formative Clicker/CPS Thumbs up Exit Slips Quick Writes Response Boards  Summative Constructed Response Multiple Choice On Demand Design of Authenic Products Open Response Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Balanced Assessment: Formative Clicker/CPS Thumbs up Exit Slips Quick Writes Response Boards  Summative Constructed Response Multiple Choice On Demand Design of Authenic Products Open Response Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Balanced Assessment: Formative Clicker/CPS Thumbs up Exit Slips Quick Writes Response Boards  Summative Constructed Response Multiple Choice On Demand Design of Authenic Products Open Response Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)
Resources Needed Web Quests Study Island United Streaming History Alive KCCT Coach Book Buckle Down	Resources Needed Web Quests Study Island United Streaming History Alive KCCT Coach Book Buckle Down	Resources Needed Web Quests Study Island United Streaming History Alive KCCT Coach Book Buckle Down	Resources Needed Web Quests Study Island United Streaming History Alive KCCT Coach Book Buckle Down	Resources Needed Web Quests Study Island United Streaming History Alive KCCT Coach Book Buckle Down	Resources Needed Web Quests Study Island United Streaming History Alive KCCT Coach Book Buckle Down

Internet	Internet	Internet	Internet	Internet	Internet
Textbook	Textbook	Textbook	Textbook	Textbook	Textbook
Brainpop	Brainpop	Brainpop	Brainpop	Brainpop	Brainpop
Community	Community	Community	Community	Community	Community
Members/Resources	Members/Resources	Members/Resources	Members/Resources	Members/Resources	Members/Resources
Possible PD: History Alive/TCI Formative Assessment					

	Weeks 19-21			Weeks 22-24	
	Unit/Topic			Unit/Topic	
	Russia		Southwest Asia (Middle East)		
	CORE CONTENT 4.1			CORE CONTENT 4.1	
CORE CONTENT 4.1  Government & Civics:  SS-06-1.1.1 Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in the present day.  Culture & Societies:  Economics: SS-06-3.4.2 Students will describe how new knowledge, technology/tools and specialization increase human productivity in the present day. SS-06-3.4.3 Students will explain how international economic activities are interdependent in the present day. SS-06-3.1.1 Students will explain and give examples of how scarcity requires individuals, groups and governments in the present day to make decisions about how productive resources (natural resources, human resources capital goods) are used.  SS-06-3.2.1 Students will compare present day economic systems (traditional, command,			Geography:  SS-06-4.2.1 Students will describe how regions in the present day are made distinctive by human characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g., mountains, bodies of water, valleys) that create advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement, development).  Culture & Societies: SS-06-2.1.1 Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) define specific groups in the global world of the present day and may result in unique perspectives.  SS-06-2.3.2 Students will explain how compromise and cooperation are possible choices to resolve conflict among individuals and groups in the present day.  Economics:  SS-06-3.1.1 Students will explain and give examples of how scarcity requires individuals, groups and governments in the present day to make decisions about how productive resources (natural resources, human resources capital goods) are used.		
SS-06-3.3.1 Students will exp goods and services are detern	lain how in present day market on the common in present day market on the common in th	conomies, the prices of	SS-06-3.2.1 Students will compare present day economic systems (traditional, command, market, mixed).		
explain how these patterns ar SS-06-4.3.2 Students will expl	cribe patterns of human settlem re influenced by human needs. ain why and give examples of ho se of factors such as war, famine n the present day.	w human populations may	Geography: Historical Perspective:		
	CURRICULUM			CURRICULUM	
Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Identify	Identify	Identify	Identify	Identify	Identify
Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics
		Jan Topics	Jan Jopies	Jan Topics	Jub Topics

Russia-	Russia -	Independent	Political and Physical	Cultures and Religions	Economics and
Physical Features and	People and Economics	Republics	Features		Governments
History	•	'			Israel and the
,					Pakestinians
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:
		I can compare purposed	I can describe how different	I can explain how elements of	I can explain and give examples
I can describe how different factors (e.g., rivers, mountains, plains) affect where human activities are located in the present day.  I can describe how regions in the present day are made distinctive by human characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g., mountains, bodies of water, valleys) that create advantages and disadvantages for human	I can explain how international economic activities are interdependent in the present day.  I can explain and give examples of how scarcity requires individuals, groups and governments in the present day to make decisions about how productive resources (natural resources, human resources capital goods) are used.  I can compare present day	I can compare purposed and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in the present day.  I can describe and give examples to support how present day democratic governments function to preserve and protect the rights (e.g., Voting), liberty and property of their citizens by making, enacting, and enforcing appropriate rules and laws.	factors (e.g., rivers, mountains, plains) affect where human activities are located in the present day.  I can describe how regions in the present day are made distinctive by human characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g., mountains, bodies of water, valleys) that create advantages and disadvantages for human activities (e.g., exploration,	I can explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) define specific groups in the global world of the present day and may result in unique perspectives.  I can explain how compromise and cooperation are possible choices to resolve conflict among individuals and groups in the present day.	I can explain and give examples of how scarcity requires individuals, groups and governments in the present day to make decisions about how productive resources (natural resources, human resources capital goods) are used.  I can compare present day economic systems (traditional, command, market, mixed).  I can explain ways in which the basic economic questions about the production,
activities (e.g., exploration,	economic systems (traditional, command,		migration, trade, settlement, development).		distribution and consumption
migration, trade, settlement, development).	market, mixed).		I can describe and give		of goods and services are addressed in the present day.
I can describe and give	I can explain how in present		examples of how places and		I can describe how new
examples of how places and	day market economies, the		regions in the present day		knowledge, technology/tools
regions in the present day	prices of goods and services		change over time as		and specialization increase
change over time as	are determined by supply		technologies, resources and		human productivity in the
technologies, resources and	and demand.		knowledge become		present day.
knowledge become available.	I can compare purposes and		available.		I can explain how international
I can describe how regions in	sources of power in the most		I can describe how regions in		economic activities are
the present day are made	common forms of		the present day are made		interdependent in the present
distinctive by human	government (monarchy,		distinctive by human		day.
characteristics (e.g., dams,	democracy, republic,		characteristics (e.g., dams,		
roads, urban centers) and	dictatorship) in the present		roads, urban centers) and		I can explain how elements of
physical characteristics (e.g.,	day.		physical characteristics (e.g.,		culture (e.g., language, the arts, customs, beliefs,
mountains, bodies of water,			mountains, bodies of water,		literature) define specific
valleys) that create			valleys) that create		groups in the global world of
advantages and			advantages and disadvantages for human		the present day and may result
disadvantages for human			uisauvaiitages ioi iluiildii		in unique perspectives.

activities (e.g., exploration,	activities (e.g., exploration,	
migration, trade, settlement,	migration, trade, settlement,	I can explain how compromise
development) in the present	development) in the present	and cooperation are possible
day.	day.	choices to resolve conflict
		among individuals and groups
I can explain how the natural	I can explain how the natural	in the present day.
resources of a place or region	resources of a place or	I can compare purposed and
impact its political,, social	region impact its political,,	sources of power in the most common forms of government
and economic development	social and economic	(monarchy, democracy,
in the present day.	development in the present	republic, dictatorship) in the
in the present day.		present day.
	day.	present day.
		I can describe and give
		examples to support how
		present day democratic
		governments function to
		preserve and protect the rights
		(e.g., Voting), liberty and
		property of their citizens by
		making, enacting, and
		enforcing appropriate rules
		and laws.
		I can describe how regions in
		the present day are made distinctive by human
		characteristics (e.g., dams,
		roads, urban centers) and
		physical characteristics (e.g.,
		mountains, bodies of water,
		valleys) that create advantages
		and disadvantages for human
		activities (e.g., exploration,
		migration, trade, settlement,
		development).
		where human activities are
		located in the present day.
		I can compare how cultures
		(present day) develop social
		institutions (family, religion,
		education, government,
		economy) to respond to human needs, structure
		society and influence behavior.
		Society and influence benavior.

Critical Vocabulary Steppe Tundra Permafrost taiga czar serf communist state glasnost cold war free enterprise system perestroika	Critical Vocabulary Free market economy Heavy industry Light industry Nuclear energy Life expectancy Democracy Federal republic Majority group Minority group	Critical Vocabulary Fault Cash crop Steppe Nomad Oasis Elevation bilingual	Critical Vocabulary Alluvial plain wadis	Critical Vocabulary Migrate bedouins islamic republic	Critical Vocabulary holocaust caliph embargo shahs islamic republic
Suggested Strategies/Activities Inquiry Based Best Practice, Cooperative Group work, Research using the web, interviews with primary sources, vocabulary enhancement activities, interpreting secondary sources, writing for understanding, Marzano's Compare/Contrast Strategy	Suggested Strategies/Activities Inquiry Based Best Practice, Cooperative Group work, Research using the web, interviews with primary sources, vocabulary enhancement activities, interpreting secondary sources, writing for understanding, Marzano's Compare/Contrast Strategy	Suggested Strategies/Activities Inquiry Based Best Practice, Cooperative Group work, Research using the web, interviews with primary sources, vocabulary enhancement activities, interpreting secondary sources, writing for understanding, Marzano's Compare/Contrast Strategy	Suggested Strategies/Activities Inquiry Based Best Practice, Cooperative Group work, Research using the web, interviews with primary sources, vocabulary enhancement activities, interpreting secondary sources, writing for understanding, Marzano's Compare/Contrast Strategy	Suggested Strategies/Activities Inquiry Based Best Practice, Cooperative Group work, Research using the web, interviews with primary sources, vocabulary enhancement activities, interpreting secondary sources, writing for understanding, Marzano's Compare/Contrast Strategy	Suggested Strategies/Activities Inquiry Based Best Practice, Cooperative Group work, Research using the web, interviews with primary sources, vocabulary enhancement activities, interpreting secondary sources, writing for understanding, Marzano's Compare/Contrast Strategy

Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:
Formative	Formative	Formative	Formative	Formative	Formative
Clicker/CPS	Clicker/CPS	Clicker/CPS	Clicker/CPS	Clicker/CPS	Clicker/CPS
Thumbs up	Thumbs up	Thumbs up	Thumbs up	Thumbs up	Thumbs up
Exit Slips	Exit Slips	Exit Slips	Exit Slips	Exit Slips	Exit Slips
Quick Writes	Quick Writes	Quick Writes	Quick Writes	Quick Writes	<b>Quick Writes</b>
Response Boards	Response Boards	Response Boards	Response Boards	Response Boards	<b>Response Boards</b>
Summative	Summative	Summative	Summative	Summative	Summative
Constructed Response	Constructed Response	Constructed Response	Constructed Response	Constructed Response	Constructed Response
•	•	•	•	•	•
Multiple Choice	Multiple Choice	Multiple Choice	Multiple Choice	Multiple Choice	Multiple Choice
On Demand	On Demand	On Demand	On Demand	On Demand	On Demand
Design of Authenic	Design of Authenic	Design of Authenic	Design of Authenic	Design of Authenic	Design of Authenic
Products	Products	Products	Products	Products	Products
	Open Response	Open Response	Open Response	Open Response	Open Response
Open Response	<b>.</b>	(5) 5	(5) 5	, , , , , , , , , , , , , , , , , , ,	45.55
	Common (PLC Teams	Common (PLC Teams	Common (PLC Teams	Common (PLC Teams will	Common (PLC Teams
Common (PLC Teams	will design the	will design the	will design the	design the common	will design the common
will design the	common assessments,	common	common assessments,	assessments, i.e., grade	assessments, i.e., grade
common assessments,	i.e., grade level, and/or	assessments, i.e.,	i.e., grade level,	level, and/or depts)	level, and/or depts)
i.e., grade level, and/or	depts)	grade level, and/or	and/or depts)		
depts)		depts)			
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
Web Quests	Web Quests	Web Quests	Web Quests	Web Quests	Web Quests
Study Island	Study Island	Study Island	Study Island	Study Island	Study Island
United Streaming	United Streaming	United Streaming	United Streaming	United Streaming	United Streaming
History Alive	History Alive	History Alive	History Alive	History Alive	History Alive
KCCT Coach Book	KCCT Coach Book	KCCT Coach Book	KCCT Coach Book	KCCT Coach Book	KCCT Coach Book
Buckle Down	Buckle Down	Buckle Down	Buckle Down	Buckle Down	<b>Buckle Down</b>
Internet	Internet	Internet	Internet	Internet	Internet
Textbook	Textbook	Textbook	Textbook	Textbook	Textbook
Brainpop	Brainpop	Brainpop	Brainpop	Brainpop	Brainpop
Community	Community	Community	Community	Community	Community
Members/Resources	Members/Resources	Members/Resources	Members/Resources	Members/Resources	Members/Resources
,	,		,		
Possible PD:	Possible PD:	Possible PD:	Possible PD:	Possible PD:	Possible PD:
History Alive/TCI	History Alive/TCI	History Alive/TCI	History Alive/TCI	History Alive/TCI	History Alive/TCI
Formative Assessment	Formative Assessment	Formative	Formative Assessment	Formative Assessment	Formative Assessment
		Assessment			

\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	NV 1 22 22		
Weeks 25-27	Weeks 28-30		
Unit/Topic	Unit/Topic		
Africa	Asia		
CORE CONTENT 4.1	CORE CONTENT 4.1		
CORE CONTENT 4.1	CORE CONTENT 4.1		
Government & Civics:	Government & Civics:		
SS-06-1.1.1 Students will compare purposes and sources of power in the most common			
forms of government (monarchy, democracy, republic, dictatorship) in early civilizations	SS-06-1.1.1Students will compare purposes and sources of power in the most common forms		
prior to 1500 A.D.	of government (monarchy, democracy, republic, dictatorship) in early civilizations prior to 1500		
Culture & Societies:	A.D.		
	Culture & Societies:		
SS-06-2.3.1 Students will explain how conflict and competition (e.g., political, economic,			
religious, ethnic) occur among individuals and groups in the present day	SS-06-2.3.1 Students will explain how conflict and competition (e.g., political, economic,		
Economics:	religious, ethnic) occur among individuals and groups in the present day.  SS-06-2.3.2 Students will explain how compromise and cooperation are possible choices to		
SS-06-3.4.2 Students will describe how new knowledge, technology/tools and	resolve conflict among individuals and groups I the present day.		
specialization increase human productivity in the present day.	Economics:		
SS-06-3.4.3 Students will explain how international economic activities are interdependent in the present day.	SS-06-3.4.2 Students will describe how new knowledge, technology/tools and specialization increase human productivity in the present day.		
SS-06-3.1.1 Students will explain and give examples of how scarcity requires individuals,	SS06-3.4.3 Students will explain how international economic activities are interdependent in		
groups and governments in the present day to make decisions about how productive	the present day.		
resources (natural resources, human resources capital goods) are used.	SS-06-3.1.1 Students will explain and give examples of how scarcity requires individuals, groups		
	and governments in the present day to make decisions about how productive resources (natural		
SS-06-3.2.1 Students will compare present day economic systems (traditional, command,	resources, human resources capital goods) are used.		
market, mixed).	SS-06-3.2.1 Students will compare present day economic systems (traditional, command,		
SS-06-3.3.11 can explain how in present day market economies, the prices of goods and	market, mixed).		
services are determined by supply and demand.	CC OC 2.2.1 Strudente will evale how in present des more to consuming the resistant and		
Geography:	SS-06-3.3.1 Students will explain how in present day market economies, the prices of goods and services are determined by supply and demand.		
SS-06-4.1.1 Students will use a variety of geographic tools (maps, photographs, charts,	Services are determined by supply and demand.		
graphs, databases, satellite images) to interpret patterns and locations on Earth's surface	Geography:		
	CC OC 4.4.4 Ct. deute will was a waristy of a second big to all losses what amounts about a second		

Geography:

in the present day.

SS-06-4.2.1 Students will describe how regions in the present day are made distinctive by

human characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g.,

mountains, bodies of water, valleys) that create advantages and disadvantages for human

SS-06-4.1.1 Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases, satellite images) to interpret patterns and locations on Earth's surface in the present day.

SS-06-4.2.1 Students will describe how regions in the present day are made distinctive by human characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g., mountains,

activities (e.g., exploration, migration, trade, settlement, development).  SS-06-4.2.2 Students will describe and give examples of how places and regions in the present day change over time as technologies, resources and knowledge become available.  Historical Perspective:		bodies of water, valleys) that create advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement, development).  SS-06-4.2.2 Students will describe and give examples of how places and regions in the present day change over time as technologies, resources and knowledge become available.  Historical Perspective:			
	CURRICULUM			CURRICULUM	
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
Identify	Identify	Identify	Identify	Identify	Identify
Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics
West Africa/Central and East Africa	Central and East Africa	Southern Africa	South Asia	China	Japan and the Koreas
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS: I can describe how different	I CAN STATEMENTS: I can describe how different	I CAN STATEMENTS: I can describe how different
I can use a variety of	I can describe and give	I can explain how elements	factors (e.g., rivers, mountains,	factors (e.g., rivers,	factors (e.g., rivers, mountains,
geographic tools (maps,	examples of how places and	of culture (e.g., language,	plains) affect where human	mountains, plains) affect	plains) affect where human
photographs, charts, graphs,	regions in the present day	the arts, customs, beliefs,	activities are located in the	where human activities are	activities are located in the
databases, satellite images)	change over time as	literature) define specific	present day.	located in the present day.	present day.
to interpret patterns and locations on Earth's surface	technologies, resources and	groups in the global world of the present day and may	I can describe how regions in	I can describe how regions in	I can describe how regions in
in the present day.	knowledge become available.	result in unique	the present day are made	the present day are made	the present day are made
	Lang avalain havv	perspectives.	distinctive by human	distinctive by human	distinctive by human
I can describe how different	I can explain how international economic	Lean ovalain how	characteristics (e.g., dams,	characteristics (e.g., dams,	characteristics (e.g., dams,
factors (e.g., rivers, mountains, plains) affect	activities are interdependent	I can explain how compromise and	roads, urban centers) and	roads, urban centers) and	roads, urban centers) and
where human activities are	in the present day.	cooperation are possible	physical characteristics (e.g.,	physical characteristics (e.g.,	physical characteristics (e.g.,
located in the present day.	Lean contein of the	choices to resolve conflict	mountains, bodies of water,	mountains, bodies of water,	mountains, bodies of water,
Land described	I can explain and give	among individuals and	valleys) that create advantages	valleys) that create	valleys) that create advantages
I can describe how regions in	examples of how scarcity	groups in the present day.	and disadvantages for human	advantages and	and disadvantages for human
the present day are made	requires individuals, groups		activities (e.g., exploration,	disadvantages for human	activities (e.g., exploration,

distinctive by human characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g., mountains, bodies of water, valleys) that create advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement, development).  I can describe and give examples of how places and regions in the present day change over time as technologies, resources and knowledge become available	and governments in the present day to make decisions about how productive resources (natural resources, human resources capital goods) are used.  I can compare present day economic systems (traditional, command, market, mixed).  I can explain how in present day market economies, the prices of goods and services are determined by supply and demand.  I can compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in early civilizations prior to 1500 AD.		migration, trade, settlement, development).  I can describe and give examples of how places and regions in the present day change over time as technologies, resources and knowledge become available.  I can describe how regions in the present day are made distinctive by human characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g., mountains, bodies of water, valleys) that create advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement, development) in the present day.  I can explain how the natural resources of a place or region impact its political,, social and economic development in the present day.	activities (e.g., exploration, migration, trade, settlement, development).  I can describe and give examples of how places and regions in the present day change over time as technologies, resources and knowledge become available.  I can describe how regions in the present day are made distinctive by human characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g., mountains, bodies of water, valleys) that create advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement, development) in the present day.  I can explain how the natural resources of a place or region impact its political,, social and economic development in the present day.	migration, trade, settlement, development).  I can describe and give examples of how places and regions in the present day change over time as technologies, resources and knowledge become available.  I can describe how regions in the present day are made distinctive by human characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g., mountains, bodies of water, valleys) that create advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement, development) in the present day.  I can explain how the natural resources of a place or region impact its political,, social and economic development in the present day.
Critical Vocabulary Mangrove savanna harmattan subsistence farm Cacao compound civil war overgraze	Critical Vocabulary Canopy Hydroelectric power Tsetse fly Deforestation Coral reef Poaching Free enterprise system Cassava	Critical Vocabulary Industrialized country Boer Apartheid Township Enclave Copper belt Sorghum Exclave	Critical Vocabulary subcontinent Monsoon green revolution jute cottage industry pesticide caste reincarnation	Critical Vocabulary dike fault communiest state consumer goods dynasty human rights exile calligraphy	Critical Vocabulary tsunami archipelago intensive cultivation clan shogun samurai constitutional monarchy megalopolis

drought	Sisal	Slash-and-burn	tributary	pagoda	parallel
desertification	Habitat	farming	delta	high-technology	famine
Bauxite	Ecotourist	cyclone	cyclone	industry	
phosphate	Plantains		dzong	steppe	
	Autonomy		atoll	nomad	
	Watershed		lagoon	empire	
	Endangered species			yurt	
	Genocide				
	Refugee				
	Plate				
	clan				
Suggested	Suggested	Suggested	Suggested	Suggested	Suggested
Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
Inquiry Based Best	Inquiry Based Best	Inquiry Based Best	Inquiry Based Best	Inquiry Based Best	Inquiry Based Best
Practice, Cooperative	Practice, Cooperative	Practice, Cooperative	Practice, Cooperative	Practice, Cooperative	Practice, Cooperative
Group work, Research	Group work, Research	Group work, Research	Group work, Research	Group work, Research	Group work, Research
using the web,	using the web,	using the web,	using the web,	using the web,	using the web,
interviews with	interviews with	interviews with	interviews with primary	interviews with primary	interviews with primary
primary sources,	primary sources,	primary sources,	sources, vocabulary	sources, vocabulary	sources, vocabulary
vocabulary	vocabulary	vocabulary	enhancement activities,	enhancement activities,	enhancement activities,
enhancement	enhancement	enhancement	interpreting secondary	interpreting secondary	interpreting secondary
activities, interpreting	activities, interpreting	activities,	sources, writing for	sources, writing for	sources, writing for
secondary sources,	secondary sources,	interpreting	understanding,	understanding,	understanding,
writing for	writing for	secondary sources,	Marzano's	Marzano's	Marzano's
understanding,	understanding,	writing for	Compare/Contrast	Compare/Contrast	Compare/Contrast
Marzano's	Marzano's	understanding,	Strategy	Strategy	Strategy
Compare/Contrast	Compare/Contrast	Marzano's			
Strategy	Strategy	Compare/Contrast			
		Strategy			
Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:

Formative	Formative	Formative	Formative	Formative	Formative
Clicker/CPS	Clicker/CPS	Clicker/CPS	Clicker/CPS	Clicker/CPS	Clicker/CPS
Thumbs up	Thumbs up	Thumbs up	Thumbs up	Thumbs up	Thumbs up
Exit Slips	Exit Slips	Exit Slips	Exit Slips	Exit Slips	Exit Slips
<b>Quick Writes</b>	Quick Writes	Quick Writes	Quick Writes	Quick Writes	Quick Writes
Response Board	Response Boards	Response Boards	Response Boards	Response Boards	Response Boards
Summative	Summative	Summative	Summative	Summative	Summative
<b>Constructed Response</b>	Constructed Response	Constructed Response	Constructed Response	Constructed Response	<b>Constructed Response</b>
<b>Multiple Choice</b>	Multiple Choice	Multiple Choice	Multiple Choice	Multiple Choice	Multiple Choice
On Demand	On Demand	On Demand	On Demand	On Demand	On Demand
<b>Design of Authenic</b>	Design of Authenic	Design of Authenic	Design of Authenic	Design of Authenic	Design of Authenic
Products	Products	Products	Products	Products	Products
Open Response	Open Response	Open Response	Open Response	Open Response	Open Response
Common (PLC Teams	Common (PLC Teams	Common (PLC Teams	Common (PLC Teams	Common (PLC Teams	Common (PLC Teams
will design the	will design the	will design the	will design the common	will design the common	will design the common
common assessments,	common assessments,	common	assessments, i.e., grade	assessments, i.e., grade	assessments, i.e., grade
i.e., grade level, and/or	i.e., grade level, and/or	assessments, i.e.,	level, and/or depts)	level, and/or depts)	level, and/or depts)
depts)	depts)	grade level, and/or			-
		depts)			
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
Web Quests	Web Quests	Web Quests	Web Quests	Web Quests	Web Quests
Study Island	Study Island	Study Island	Study Island	Study Island	Study Island
<b>United Streaming</b>	United Streaming	United Streaming	United Streaming	United Streaming	<b>United Streaming</b>
History Alive	History Alive	History Alive	History Alive	History Alive	History Alive
<b>KCCT Coach Book</b>	KCCT Coach Book	KCCT Coach Book	KCCT Coach Book	KCCT Coach Book	<b>KCCT Coach Book</b>
<b>Buckle Down</b>	Buckle Down	Buckle Down	Buckle Down	Buckle Down	<b>Buckle Down</b>
Internet	Internet	Internet	Internet	Internet	Internet
Textbook	Textbook	Textbook	Textbook	Textbook	Textbook
Brainpop	Brainpop	Brainpop	Brainpop	Brainpop	Brainpop
Community	Community	Community	Community	Community	Community
Members/Resources	Members/Resources	Members/Resources	Members/Resources	Members/Resources	Members/Resources
Possible PD:	Possible PD:	Possible PD:	Possible PD:	Possible PD:	Possible PD:
History Alive/TCI	History Alive/TCI	History Alive/TCI	History Alive/TCI	History Alive/TCI	History Alive/TCI
Formative Assessment	Formative Assessment	Formative Assessment	Formative Assessment	Formative Assessment	Formative Assessment

_		T		T		,	
ŀ		Weeks 31-33		Weeks 34-36			
F	Unit/Topic			Unit/Topic			
		South Pacific			Summative Course Review	,	
	South ruelle						
		CORE CONTENT 4.1			CORE CONTENT 4.1		
	Government & Civics:			Government & Civics:			
	SS-06-1.1.1 Students will com	pare purposes and sources of po	wer in the most common	SS-06-1.1.1 Students will compar	re purposes and sources of power	er in the most common forms of	
		hy, democracy, republic, dictator		government (monarchy, democr			
	prior to 1500 A.D.		,,	A.D.		,	
	Culture & Societies:			ss-06-1.1.2 Students will describe and give examples to support how present day democratic governments function to preserve and protect the rights (e.g., voting), liberty and property of their citizens by making, enacting and enforcing appropriate rules and laws. <u>Culture &amp; Societies:</u>			
	SS-06-2.1.1 Students will comp	pare how cultures (present day) o	develop social institutions				
	•	vernment, economy) to respond	•				
	society and influence behavior	:					
	SS-06-2.3.1 Students will expla	in how conflict and competition	(e.g., political, economic.	F			
	•	individuals and groups in the pro		Economics: SS-06-3.4.2 Students will describ	be how new knowledge, technol	ogy/tools and specialization	
				increase human productivity in t		- S//	
		ain how compromise and cooper uals and groups I the present day		SS-06-3.4.3 Students will explain	n how international economic ac	tivities are interdependent in	
	resolve commet among marvior	uais and groups i the present day	(•	the present day.	and give examples of how scare	sity requires individuals, groups	
	Economics:			SS-06-3.1.1 Students will explain and give examples of how scarcity requires individuals, groups and governments in the present day to make decisions about how productive resources (natural			
		ribe how new knowledge, techn	ology/tools and	resources, human resources capi		w productive resources (natural	
		productivity in the present day. ain how international economic	activities are		G = 20 , 20 2 20 20 20 20 20 20 20 20 20 20 20 2		
	interdependent in the present		activities are	SS-06-3.2.1 Students will compare present day economic systems (traditional, command,			
		ain and give examples of how sca	arcity requires individuals,	market, mixed).			
		e present day to make decisions		SS_06_2 2 1 Students will evaluit	n how in present day market ass	nomies the prices of goods and	
	resources (natural resources, human resources capital goods) are used.			SS-06-3.3.1 Students will explain how in present day market economies, the prices of goods and services are determined by supply and demand.			
	SS-06-3.2.1 Students will com	pare present day economic syste	ms (traditional, command,	Geography:			
	market, mixed).	market, mixed).			variety of geographic tools (map	s, photographs, charts, graphs.	
	00.00.00.00.00.00.00.00.00.00.00.00.00.			databases, satellite images) to in			
	SS-06-3.3.1 Students will explain how in present day market economies, the prices of goods and services are determined by supply and demand.			day.			
	Poors and services are determ	mica by supply and acmand.		SS-06-4 2 1Students will describ	e how regions in the present day	y are made distinctive by human	
	Geography:						
	SS-06-4.1.1 Students will use a variety of geographic tools (maps, photographs, charts,			characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g., mountains,			

SS-06-4.1.1 Students will use a variety of geographic tools (maps, photographs, charts,

graphs, databases, satellite images) to interpret patterns and locations on Earth's surface in the present day.

SS-06-4.2.1 Students will describe how regions in the present day are made distinctive by human characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g., mountains, bodies of water, valleys) that create advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement, development).

SS-06-4.2.2 Students will describe and give examples of how places and regions in the present day change over time as technologies, resources and knowledge become available.

CHIDDICHHAIM

**Historical Perspective:** 

bodies of water, valleys) that create advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement, development).

SS-06-4.2.2 Students will describe and give examples of how places and regions in the present day change over time as technologies, resources and knowledge become available.

CHIDDICHHAIM

**Historical Perspective:** 

CURRICULUM			CURRICULUM			
Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	
Identify	Identify	Identify	Identify	Identify	Identify	
Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	
Southeast Asia	Australia and New	Oceania and	Geography	Government/Civics	Economics	
	Zealand	Antarctica				
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	
	I can describe how	I can describe how	I can describe how different	I can compare purposed and	I can explain how conflict	
I can describe how different	different factors (e.g., rivers,	different factors (e.g.,	factors (e.g., rivers, mountains,	sources of power in the most	and competition (e.g.,	
factors (e.g., rivers,	mountains, plains) affect where human activities are	rivers, mountains, plains) affect where human	plains) affect where human activities are located in the	common forms of government (monarchy, democracy,	political, economic, religious, ethnic) occur among	
mountains, plains) affect where human activities are	located in the present day.	activities are located in the	present day.	republic, dictatorship) in the	individuals and groups in the	
located in the present day.	,	present day.	, process day.	present day.	present day.	
located in the present day.	I can describe how regions in		I can describe how regions in			
I can describe how regions in	the present day are made	I can describe how regions	the present day are made	I can describe and give	l can explain how	
the present day are made	distinctive by human	in the present day are	distinctive by human	examples to support how	compromise and cooperation	
distinctive by human	characteristics (e.g., dams,	made distinctive by human	characteristics (e.g., dams,	present day democratic	are possible choices to	
·		characteristics (e.g., dams,		governments function to	resolve conflict among	

characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g., mountains, bodies of water, valleys) that create advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement, development).

I can describe and give examples of how places and regions in the present day change over time as technologies, resources and knowledge become available.

I can describe how regions in the present day are made distinctive by human characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g., mountains, bodies of water, valleys) that create advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement, development) in the present day.

I can explain how the natural resources of a place or region impact its political,, social and economic development in the present day. roads, urban centers) and physical characteristics (e.g., mountains, bodies of water, valleys) that create advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement, development).

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I can explain how the natural resources of a place or region impact its political,, social and economic development in the present day. preserve and protect the rights (e.g., Voting), liberty and property of their citizens by making, enacting, and enforcing appropriate rules and laws.

individuals and groups I the present day.

I can describe how new knowledge, technology/tools and specialization increase human productivity in the present day.

I can explain how international economic activities are interdependent in the present day.

I can explain and give examples of how scarcity requires individuals, groups and governments in the present day to make decisions about how productive resources (natural resources, human resources capital goods) are used.

I can compare present day economic systems (traditional, command, market, mixed).

I can explain how in present day market economies, the prices of goods and services are determined by supply and demand.

Critical Vocabulary	Critical Vocabulary				
precious gems	coral reef	cacao	absolute location	republic	traditional economy
deforestation	outback	copra	archipelago	parliamentary	command economy
socialism	station	pidgin language	basin	democracy	market economy
civil war	marsupial	high island	bay	federal republic	mixed economy
plate	boomerang	low island	canyon	constitutional monarchy	renewable resources
strait	bush	atoll	cape	monarchy	nonrenewable
free port	geyser	phosphate	channel	communist state	resources
terraced field	manuka	trust territory	continent	dictatorship	import
	fjord	crevasse	delta	islamic republic	export
	geothermal energy	ice shelf	elevation	military dictatorship	tariff
	hydroelectric power	iceberg	equator	traditional monarchy	quota
		krill	glacier	sovereign state	free trade
		ozone	gulf	city-state	NAFTA
			harbor	coalition government	free enterprise system
			hemispheres	colony	or free maket economy
			highland	commonwealth	Perestroika
			hill	divine right of kings	productivity
			island	dominion	subsistence farming
			isthmus	dynasty	service industry
			lake	empire	slash and burn farming
			latitude	emperor	textiles
			longitude	feudalism	urbanization
			lowland	imperialism	
			map	representative	
			meridian	democracy	
			mesa	reunification	
			parallel	theocracy	
			peninsula	trust territory	
			plain		
			plateau		
			Prime Meridian		
			relief		
			sea lelvel		
			strait		
			tributary		
			valley		
			climograph		
			contour maps		
			demographic maps		

			physical map poplation density political map mp key cardinal directions scale bar geographic information systems global positioning system		
Suggested Strategies/Activities Inquiry Based Best Practice, Cooperative Group work, Research using the web, interviews with primary sources, vocabulary enhancement activities, interpreting secondary sources, writing for understanding, Marzano's Compare/Contrast Strategy	Suggested Strategies/Activities Inquiry Based Best Practice, Cooperative Group work, Research using the web, interviews with primary sources, vocabulary enhancement activities, interpreting secondary sources, writing for understanding, Marzano's Compare/Contrast Strategy	Suggested Strategies/Activities Inquiry Based Best Practice, Cooperative Group work, Research using the web, interviews with primary sources, vocabulary enhancement activities, interpreting secondary sources, writing for understanding, Marzano's Compare/Contrast Strategy	Suggested Strategies/Activities Inquiry Based Best Practice, Cooperative Group work, Research using the web, interviews with primary sources, vocabulary enhancement activities, interpreting secondary sources, writing for understanding, Marzano's Compare/Contrast Strategy	Suggested Strategies/Activities Inquiry Based Best Practice, Cooperative Group work, Research using the web, interviews with primary sources, vocabulary enhancement activities, interpreting secondary sources, writing for understanding, Marzano's Compare/Contrast Strategy	Suggested Strategies/Activities Inquiry Based Best Practice, Cooperative Group work, Research using the web, interviews with primary sources, vocabulary enhancement activities, interpreting secondary sources, writing for understanding, Marzano's Compare/Contrast Strategy

Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:
Formative	Formative	Formative	Formative	Formative	Formative
Clicker/CPS	Clicker/CPS	Clicker/CPS	Clicker/CPS	Clicker/CPS	Clicker/CPS
Thumbs up	Thumbs up	Thumbs up	Thumbs up	Thumbs up	Thumbs up
Exit Slips	Exit Slips	Exit Slips	Exit Slips	Exit Slips	Exit Slips
<b>Quick Writes</b>	Quick Writes	Quick Writes	Quick Writes	Quick Writes	Quick Writes
Response Board	Response Board	Response Board	Response Board	Response Board	Response Board
Summative	Summative	Summative	Summative	Summative	Summative
<b>Constructed Response</b>	Constructed Response	<b>Constructed Response</b>	Constructed Response	Constructed Response	Constructed Response
<b>Multiple Choice</b>	Multiple Choice	Multiple Choice	Multiple Choice	Multiple Choice	Multiple Choice
On Demand	On Demand	On Demand	On Demand	On Demand	On Demand
Design of Authenic	Design of Authenic	Design of Authenic	Design of Authenic	Design of Authenic	Design of Authenic
Products	Products	Products	Products	Products	Products
<b>Open Response</b>	Open Response	Open Response	Open Response	Open Response	Open Response
Common (PLC Teams	Common (PLC Teams	Common (PLC Teams	Common (PLC Teams	Common (PLC Teams	Common (PLC Teams
will design the	will design the	will design the	will design the common	will design the common	will design the common
common assessments,	common assessments,	common	assessments, i.e., grade	assessments, i.e., grade	assessments, i.e., grade
i.e., grade level, and/or	i.e., grade level, and/or	assessments, i.e.,	level, and/or depts)	level, and/or depts)	level, and/or depts)
depts)	depts)	grade level, and/or depts)			
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
Web Quests	Web Quests	Web Quests	Web Quests	Web Quests	Web Quests
Study Island	Study Island	Study Island	Study Island	Study Island	Study Island
United Streaming	United Streaming	United Streaming	United Streaming	United Streaming	United Streaming
History Alive	History Alive	History Alive	History Alive	History Alive	History Alive
KCCT Coach Book	KCCT Coach Book	KCCT Coach Book	KCCT Coach Book	KCCT Coach Book	KCCT Coach Book
Buckle Down	Buckle Down	Buckle Down	Buckle Down	Buckle Down	Buckle Down
Internet	Internet	Internet	Internet	Internet	Internet
Textbook	Textbook	Textbook	Textbook	Textbook	Textbook
Brainpop	Brainpop	Brainpop	Brainpop	Brainpop	Brainpop
Community	Community	Community	Community	Community	Community
Members/Resources	Members/Resources	Members/Resources	Members/Resources	Members/Resources	Members/Resources
Possible PD:	Possible PD:	Possible PD:	Possible PD:	Possible PD:	Possible PD:
History Alive/TCI	History Alive/TCI	History Alive/TCI	History Alive/TCI	History Alive/TCI	History Alive/TCI
Formative Assessme	Formative Assessme	Formative Assessme	Formative Assessme	Formative Assessme	Formative Assessme