



FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES
"Building a Better Future for Every Child - Every Day!"
Summer 2013

Subject Content: _____ Social Studies _____ Grade _____ 6th _____

TC

Indicates the Curriculum Map

Weeks 1 – 3	Weeks 4 – 6
Unit/Topic Geography Themes	Unit/Topic Geography Skills/Culture
<p align="center">CORE CONTENT 4.1</p> <p><u>Governemtn & Civics:</u> 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 therights (e.g., voting), liberty and property of their citizens by making, enacting and enforcing appropriate rules and laws.</p> <p><u>Culture & Societies:</u> 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-06-2.3.1 Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occur among individuals and groups in the present day. SS-06-2.3.2 Students will explain how compromise and cooperation are possible choices to resolve conflict among individuals and groups in the present day.</p> <p><u>Economics:</u> 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, market, mixed). SS-06-3.3.1 Students will explain how in present day market economics, the prices of goods and services are determined by supply and demand. 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.</p> <p><u>Geography:</u> 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</p>	<p align="center">CORE CONTENT 4.1</p> <p><u>Government & Civics:</u></p> <p><u>Cultures & Societies:</u></p> <p><u>Economics:</u></p> <p><u>Geography:</u> 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.</p> <p><u>Historical Perspective:</u></p>

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 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.
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 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
<p>Identify Sub-Topics</p> <p>What is Geography?</p>	<p>Identify Sub-Topics</p> <p>Models of Earth Kinds of Maps</p>	<p>Identify Sub-Topics</p> <p>Five Themes of Geography</p>	<p>Identify Sub-Topics</p> <p>Physical Geography Culture</p>	<p>Identify Sub-Topics</p> <p>Social Institutions and Human Need</p>	<p>Identify Sub-Topics</p> <p>Population</p>
<p>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.</p>	<p>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,</p>	<p>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.</p>	<p>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.</p>	<p>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,</p>	<p>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.</p>

	development).			trade, settlement, development) in the present day.	
<p>Critical Vocabulary</p> <p>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</p>	<p>Critical Vocabulary</p> <p>Monarchy, democracy, republic, dictatorship, voting, natural resources, human resources, capital goods, traditional, command, market, mixed</p>	<p>Critical Vocabulary</p> <p>Language, arts, customs, beliefs, literature, politics, economics, religion, ethnicity,</p>	<p>Critical Vocabulary</p> <p>War, famine, disease, economic opportunity</p>	<p>Critical Vocabulary</p> <p>Irrigation, clearing land, building roads, natural resources, physical geography, natural disasters, exploration, migration, trade, settlement, development</p>	<p>Critical Vocabulary</p> <p>Urban development, recycling</p>
<p>Suggested Strategies/Activities</p> <p>Inquiry Based Best Practice, Cooperative Group work, Research using the web, interviews with primary sources, vocabulary</p>	<p>Suggested Strategies/Activities</p> <p>Inquiry Based Best Practice, Cooperative Group work, Research using the web, interviews with primary sources, vocabulary</p>	<p>Suggested Strategies/Activities</p> <p>Inquiry Based Best Practice, Cooperative Group work, Research using the web, interviews with primary sources, vocabulary enhancement activities,</p>	<p>Suggested Strategies/Activities</p> <p>Inquiry Based Best Practice, Cooperative Group work, Research using the web, interviews with primary sources, vocabulary</p>	<p>Suggested Strategies/Activities</p> <p>Inquiry Based Best Practice, Cooperative Group work, Research using the web, interviews with primary sources, vocabulary</p>	<p>Suggested Strategies/Activities</p> <p>Inquiry Based Best Practice, Cooperative Group work, Research using the web, interviews with primary sources, vocabulary enhancement activities, interpreting</p>

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

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

Weeks 7-9	Weeks 10-12
Unit/Topic United States	Unit/Topic Canada
<p align="center">CORE CONTENT 4.1</p> <p><u>Government & Civics:</u> 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.</p> <p><u>Culture & Societies:</u></p> <p><u>Economics:</u> 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, market, mixed). 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. I can compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in the present day.</p> <p><u>Geography:</u> 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.</p> <p><u>Historical Perspective:</u></p>	<p align="center">CORE CONTENT 4.1</p> <p><u>Government & Civics:</u> 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.</p> <p><u>Culture & Societies:</u> 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-06-2.3.2 I can explain how compromise and cooperation are possible choices to resolve conflict among individuals and groups in the present day.</p> <p><u>Economics:</u> 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, market, mixed). 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.</p> <p><u>Geography:</u> SS-06-4.2.1 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.</p> <p><u>Historical Perspective:</u></p>

CURRICULUM			CURRICULUM		
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<p>Identify Sub-Topics</p> <p>Location Regions</p>	<p>Identify Sub-Topics</p> <p>Regional Study Economics</p>	<p>Identify Sub-Topics</p> <p>Democracy Under Review</p>	<p>Identify Sub-Topics</p> <p>Forms of Government</p>	<p>Identify Sub-Topics</p> <p>Physical Features Social Interactions</p>	<p>Identify Sub-Topics</p> <p>Economics</p>
<p>I CAN STATEMENTS:</p> <p>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.</p> <p>I can describe how different factors(e.g., rivers, mountains, plains) affect where human activities are located in the present day.</p> <p>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).</p>	<p>I CAN STATEMENTS:</p> <p>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.</p> <p>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.</p> <p>I can compare present day economic systems (traditional, command, market, mixed).</p> <p>I can explain how in present day market economies, the prices of goods and services are deter I can compare purposed and sources of power in the most common forms of government</p>	<p>I CAN STATEMENTS:</p> <p>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.</p>	<p>I CAN STATEMENTS:</p> <p>I can compare purposed and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in the present day.</p> <p>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.</p>	<p>I CAN STATEMENTS:</p> <p>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.</p> <p>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.</p> <p>I can explain how conflict and competition (e.g., political, economic, religious, ethnic) occur among individuals and groups in the present day.</p> <p>I can explain how compromise and</p>	<p>I CAN STATEMENTS:</p> <p>I can describe how new knowledge, technology/tools and specialization increase human productivity in the present day.</p> <p>I can explain how international economic activities are interdependent in the present day.</p> <p>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.</p> <p>I can compare present day economic systems (traditional, command, market, mixed).</p> <p>I can explain how in present day market economies, the prices of goods and services are determined by supply and demand.</p> <p>I can describe how different factors (e.g., rivers, mountains,</p>

	(monarchy, democracy, republic, dictatorship) in the present day.			cooperation are possible choices to resolve conflict among individuals and groups the present day.	plains) affect where human activities are located in the present day.
<p>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</p>	<p>Critical Vocabulary natural resources, human resources, capital goods, traditional, command, and mixed markets, monarchy, democracy, republic, dictatorship</p>	<p>Critical Vocabulary Voting, representative democracy, federal republic, U.S. Constitution, Declaration of Independence, succession</p>	<p>Critical Vocabulary Parliamentary democracy, prime minister, monarchy, republic, dictatorship, provinces, autonomy</p>	<p>Critical Vocabulary Glaciers, tundra, prairie, cordillera</p>	<p>Critical Vocabulary Manufacturing, farming, service industries, free market economy</p>
<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>

<p>Balanced Assessment: Formative Clicker/CPS Thumbs up Exit Slips Quick Writes Response Boards</p> <p>Summative 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..)</p>	<p>Balanced Assessment: Formative Clicker/CPS Thumbs up Exit Slips Quick Writes Response Boards</p> <p>Summative 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..)</p>	<p>Balanced Assessment: Formative Clicker/CPS Thumbs up Exit Slips Quick Writes Response Boards</p> <p>Summative 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..)</p>	<p>Balanced Assessment: Formative Clicker/CPS Thumbs up Exit Slips Quick Writes Response Board</p> <p>Summative 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..)</p>	<p>Balanced Assessment: Formative Clicker/CPS Thumbs up Exit Slips Quick Writes Response Boards</p> <p>Summative 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..)</p>	<p>Balanced Assessment: Formative Clicker/CPS Thumbs up Exit Slips Quick Writes Response Boards</p> <p>Summative 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..)</p>
<p>Resources Needed Web Quests Study Island United Streaming History Alive KCCT Coach Book Buckle Down Internet Textbook Brainpop Community Members/Resources</p> <p>Possible PD: History Alive/TCI Formative Assessment</p>	<p>Resources Needed Web Quests Study Island United Streaming History Alive KCCT Coach Book Buckle Down Internet Textbook Brainpop Community Members/Resources</p> <p>Possible PD: History Alive/TCI Formative Assessment</p>	<p>Resources Needed Web Quests Study Island United Streaming History Alive KCCT Coach Book Buckle Down Internet Textbook Brainpop Community Members/Resources</p> <p>Possible PD: History Alive/TCI Formative Assessment</p>	<p>Resources Needed Web Quests Study Island United Streaming History Alive KCCT Coach Book Buckle Down Internet Textbook Brainpop Community Members/Resources</p> <p>Possible PD: History Alive/TCI Formative Assessment</p>	<p>Resources Needed Web Quests Study Island United Streaming History Alive KCCT Coach Book Buckle Down Internet Textbook Brainpop Community Members/Resources</p> <p>Possible PD: History Alive/TCI Formative Assessment</p>	<p>Resources Needed Web Quests Study Island United Streaming History Alive KCCT Coach Book Buckle Down Internet Textbook Brainpop Community Members/Resources</p> <p>Possible PD: History Alive/TCI Formative Assessment</p>

Weeks 13-15			Weeks 16-18		
Unit/Topic Latin America			Unit/Topic Europe		
CORE CONTENT 4.1			CORE CONTENT 4.1		
<p><u>Government & Civics:</u></p> <p>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.</p> <p>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.</p> <p><u>Culture & Societies:</u></p> <p>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.</p> <p>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.</p> <p><u>Economics:</u></p> <p>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.</p> <p>SS-06-3.2.1 Students will compare present day economic systems (traditional, command, market, mixed).</p> <p>SS-06-3.4.2 Students will describe how new knowledge, technology/tools and specialization increase human productivity in the present day.</p> <p>SS-06-3.4.3 Students will explain how international economic activities are interdependent in the present day.</p> <p><u>Geography:</u></p> <p>SS-06-4.1.1 Students will use a variety of geographic tools (maps, photographs, charts,</p>			<p><u>Government & Civics:</u></p> <p>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.</p> <p>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.</p> <p><u>Culture & Societies:</u></p> <p><u>Economics:</u></p> <p><u>Geography:</u></p> <p>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).</p> <p>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.</p> <p><u>Historical Perspective:</u></p> <p>SS-06-5.1.1 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, ethnic group, age, economic status, religion, political group) in present day regions.</p>		

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 can 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		
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Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
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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
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<p>I CAN STATEMENTS:</p> <p>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.</p> <p>I can explain how compromise and cooperation are possible choices to resolve conflict among individuals and groups in the present day.</p>	<p>I CAN STATEMENTS:</p> <p>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.</p> <p>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,</p>	<p>I CAN STATEMENTS:</p> <p>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.</p> <p>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</p>	<p>I CAN STATEMENTS:</p> <p>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, ethnic group, age, economic status, religion, political group) in present day regions.</p> <p>I can compare purposes and sources of power in the most common forms of government</p>	<p>I CAN STATEMENTS:</p> <p>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).</p> <p>I can describe and give</p>	<p>I CAN STATEMENTS:</p> <p>I can explain how individual and group perspectives impact the use of natural resources (e.g., urban development, recycling) in the present day.</p> <p>I can compare purposed and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in the present day.</p> <p>I can describe and give</p>
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<p>I can compare present day economic systems (traditional, command, market, mixed).</p> <p>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.</p> <p>I can describe how new knowledge, technology/tools and specialization increase human productivity in the present day.</p> <p>I can explain how international economic activities are interdependent in the present day.</p> <p>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.</p> <p>I can describe how different factors (e.g., rivers, mountains, plains) affect where human activities are located in the present day.</p>	<p>valleys) that create advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement, development) in the present day.</p> <p>I can explain how the natural resources of a place or region impact its political,, social and economic development in the present day.</p> <p>I can explain how individual and group perspectives impact the use of natural resources (e.g., urban development, recycling) in the present day.</p>	<p>and disadvantages for human activities (e.g., exploration, migration, trade, settlement, development) in the present day.</p> <p>I can explain how the natural resources of a place or region impact its political,, social and economic development in the present day.</p> <p>I can explain how individual and group perspectives impact the use of natural resources (e.g., urban development, recycling) in the present day.</p> <p>I can compare purposed and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in the present day.</p> <p>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.</p>	<p>(monarchy, democracy, republic, dictatorship) in the present day.</p>	<p>examples of how places and regions in the present day change over time as technologies, resources and knowledge become available.</p> <p>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.</p> <p>I can compare purposed and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in the present day.</p> <p>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.</p>	<p>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.</p> <p>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).</p> <p>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.</p>
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<p>Critical Vocabulary land bridge peninsula latitude altitude hurricanes vaqueros maquiladoras subsistence farms plantations service industries NAFTA jade obsidian maize haciendas plazas adobe federal republic migrant workers national debt smog</p>	<p>Critical Vocabulary Isthmus canopy ecourist literacy rate republic parliamentary democracy archipelago bauxite communist state cooperative embargo free trade zone commonwealth</p>	<p>Critical Vocabulary basin selva escarpment favela deforestation pampas estancia gaucho hydroelectric power llanos altitude caudillo cordillera cash crop mestizo campesino foothills empire landlocked altiplano sodium nitrate</p>	<p>Critical Vocabulary emperor common law feudalism democracy indulgences serf polis charter missionary guild productivity cottage industry union strike imperialism communism holocaust genocide Cold War deterrence blockade airlift nuclear weapon</p>	<p>Critical Vocabulary parliamentary democracy constitutional monarchy multinational company multilingual federal republic reunification neutrality continental divide fjord welfare state geothermal energy dry farming sirocco coalition government</p>	<p>critical Vocabulary communist state pope nomad privatize consumer goods ethnic cleansing refugee mosque steppe</p>
<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>

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
<p>Balanced Assessment: Formative Clicker/CPS Thumbs up Exit Slips Quick Writes Response Boards</p> <p>Summative 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..)</p>	<p>Balanced Assessment: Formative Clicker/CPS Thumbs up Exit Slips Quick Writes Response Boards</p> <p>Summative 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..)</p>	<p>Balanced Assessment: Formative Clicker/CPS Thumbs up Exit Slips Quick Writes Response Boards</p> <p>Summative 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..)</p>	<p>Balanced Assessment: Formative Clicker/CPS Thumbs up Exit Slips Quick Writes Response Boards</p> <p>Summative 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..)</p>	<p>Balanced Assessment: Formative Clicker/CPS Thumbs up Exit Slips Quick Writes Response Boards</p> <p>Summative 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..)</p>	<p>Balanced Assessment: Formative Clicker/CPS Thumbs up Exit Slips Quick Writes Response Boards</p> <p>Summative 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..)</p>
<p>Resources Needed Web Quests Study Island United Streaming History Alive KCCT Coach Book Buckle Down</p>	<p>Resources Needed Web Quests Study Island United Streaming History Alive KCCT Coach Book Buckle Down</p>	<p>Resources Needed Web Quests Study Island United Streaming History Alive KCCT Coach Book Buckle Down</p>	<p>Resources Needed Web Quests Study Island United Streaming History Alive KCCT Coach Book Buckle Down</p>	<p>Resources Needed Web Quests Study Island United Streaming History Alive KCCT Coach Book Buckle Down</p>	<p>Resources Needed Web Quests Study Island United Streaming History Alive KCCT Coach Book Buckle Down</p>

Russia- Physical Features and History	Russia - People and Economics	Independent Republics	Political and Physical Features	Cultures and Religions	Economics and Governments Israel and the Pakestinians
<p>I CAN STATEMENTS:</p> <p>I can describe how different factors (e.g., rivers, mountains, plains) affect where human activities are located in the present day.</p> <p>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).</p> <p>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.</p> <p>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</p>	<p>I CAN STATEMENTS:</p> <p>I can explain how international economic activities are interdependent in the present day.</p> <p>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.</p> <p>I can compare present day economic systems (traditional, command, market, mixed).</p> <p>I can explain how in present day market economies, the prices of goods and services are determined by supply and demand.</p> <p>I can compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in the present day.</p>	<p>I CAN STATEMENTS:</p> <p>I can compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in the present day.</p> <p>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.</p>	<p>I CAN STATEMENTS:</p> <p>I can describe how different factors (e.g., rivers, mountains, plains) affect where human activities are located in the present day.</p> <p>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).</p> <p>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.</p> <p>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</p>	<p>I CAN STATEMENTS:</p> <p>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.</p> <p>I can explain how compromise and cooperation are possible choices to resolve conflict among individuals and groups in the present day.</p>	<p>I CAN STATEMENTS:</p> <p>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.</p> <p>I can compare present day economic systems (traditional, command, market, mixed).</p> <p>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.</p> <p>I can describe how new knowledge, technology/tools and specialization increase human productivity in the present day.</p> <p>I can explain how international economic activities are interdependent in the present day.</p> <p>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.</p>

<p>activities (e.g., exploration, migration, trade, settlement, development) in the present day.</p> <p>I can explain how the natural resources of a place or region impact its political,, social and economic development in the present day.</p>			<p>activities (e.g., exploration, migration, trade, settlement, development) in the present day.</p> <p>I can explain how the natural resources of a place or region impact its political,, social and economic development in the present day.</p>		<p>I can explain how compromise and cooperation are possible choices to resolve conflict among individuals and groups in the present day.</p> <p>I can compare purposed and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in the present day.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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<p>Critical Vocabulary Steppe Tundra Permafrost taiga czar serf communist state glasnost cold war free enterprise system perestroika</p>	<p>Critical Vocabulary Free market economy Heavy industry Light industry Nuclear energy Life expectancy Democracy Federal republic Majority group Minority group</p>	<p>Critical Vocabulary Fault Cash crop Steppe Nomad Oasis Elevation bilingual</p>	<p>Critical Vocabulary Alluvial plain wadis</p>	<p>Critical Vocabulary Migrate bedouins islamic republic</p>	<p>Critical Vocabulary holocaust caliph embargo shahs islamic republic</p>
<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>

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

Weeks 25-27			Weeks 28-30		
Unit/Topic Africa			Unit/Topic Asia		
CORE CONTENT 4.1			CORE CONTENT 4.1		
<p><u>Government & Civics:</u> 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 prior to 1500 A.D.</p> <p><u>Culture & Societies:</u> 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</p> <p><u>Economics:</u> 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, market, mixed). SS-06-3.3.1I can explain how in present day market economies, the prices of goods and services are determined by supply and demand.</p> <p><u>Geography:</u> 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</p>			<p><u>Government & Civics:</u> SS-06-1.1.1Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in early civilizations prior to 1500 A.D.</p> <p><u>Culture & Societies:</u> 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-06-2.3.2 Students will explain how compromise and cooperation are possible choices to resolve conflict among individuals and groups I the present day. <u>Economics:</u> 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, market, mixed). 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.</p> <p><u>Geography:</u> 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,</p>		

<p>activities (e.g., exploration, migration, trade, settlement, development).</p> <p>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.</p> <p><u>Historical Perspective:</u></p>	<p>bodies of water, valleys) that create advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement, development).</p> <p>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.</p> <p><u>Historical Perspective:</u></p>
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CURRICULUM			CURRICULUM		
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
<p>Identify Sub-Topics West Africa/Central and East Africa</p>	<p>Identify Sub-Topics Central and East Africa</p>	<p>Identify Sub-Topics Southern Africa</p>	<p>Identify Sub-Topics South Asia</p>	<p>Identify Sub-Topics China</p>	<p>Identify Sub-Topics Japan and the Koreas</p>
<p>I CAN STATEMENTS:</p> <p>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.</p> <p>I can describe how different factors (e.g., rivers, mountains, plains) affect where human activities are located in the present day.</p> <p>I can describe how regions in the present day are made</p>	<p>I CAN STATEMENTS:</p> <p>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.</p> <p>I can explain how international economic activities are interdependent in the present day.</p> <p>I can explain and give examples of how scarcity requires individuals, groups</p>	<p>I CAN STATEMENTS:</p> <p>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.</p> <p>I can explain how compromise and cooperation are possible choices to resolve conflict among individuals and groups in the present day.</p>	<p>I CAN STATEMENTS:</p> <p>I can describe how different factors (e.g., rivers, mountains, plains) affect where human activities are located in the present day.</p> <p>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,</p>	<p>I CAN STATEMENTS:</p> <p>I can describe how different factors (e.g., rivers, mountains, plains) affect where human activities are located in the present day.</p> <p>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</p>	<p>I CAN STATEMENTS:</p> <p>I can describe how different factors (e.g., rivers, mountains, plains) affect where human activities are located in the present day.</p> <p>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,</p>

<p>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).</p> <p>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</p>	<p>and governments in the present day to make decisions about how productive resources (natural resources, human resources capital goods) are used.</p> <p>I can compare present day economic systems (traditional, command, market, mixed).</p> <p>I can explain how in present day market economies, the prices of goods and services are determined by supply and demand.</p> <p>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.</p>		<p>migration, trade, settlement, development).</p> <p>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.</p> <p>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.</p> <p>I can explain how the natural resources of a place or region impact its political,, social and economic development in the present day.</p>	<p>activities (e.g., exploration, migration, trade, settlement, development).</p> <p>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.</p> <p>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.</p> <p>I can explain how the natural resources of a place or region impact its political,, social and economic development in the present day.</p>	<p>migration, trade, settlement, development).</p> <p>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.</p> <p>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.</p> <p>I can explain how the natural resources of a place or region impact its political,, social and economic development in the present day.</p>
<p>Critical Vocabulary Mangrove savanna harmattan subsistence farm Cacao compound civil war overgraze</p>	<p>Critical Vocabulary Canopy Hydroelectric power Tsetse fly Deforestation Coral reef Poaching Free enterprise system Cassava</p>	<p>Critical Vocabulary Industrialized country Boer Apartheid Township Enclave Copper belt Sorghum Exclave</p>	<p>Critical Vocabulary subcontinent Monsoon green revolution jute cottage industry pesticide caste reincarnation</p>	<p>Critical Vocabulary dike fault communiest state consumer goods dynasty human rights exile calligraphy</p>	<p>Critical Vocabulary tsunami archipelago intensive cultivation clan shogun samurai constitutional monarchy megalopolis</p>

<p>Formative Clicker/CPS Thumbs up Exit Slips Quick Writes Response Board</p> <p>Summative Constructed Response Multiple Choice On Demand Design of Authentic Products Open Response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Formative Clicker/CPS Thumbs up Exit Slips Quick Writes Response Boards</p> <p>Summative Constructed Response Multiple Choice On Demand Design of Authentic Products Open Response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Formative Clicker/CPS Thumbs up Exit Slips Quick Writes Response Boards</p> <p>Summative Constructed Response Multiple Choice On Demand Design of Authentic Products Open Response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Formative Clicker/CPS Thumbs up Exit Slips Quick Writes Response Boards</p> <p>Summative Constructed Response Multiple Choice On Demand Design of Authentic Products Open Response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Formative Clicker/CPS Thumbs up Exit Slips Quick Writes Response Boards</p> <p>Summative Constructed Response Multiple Choice On Demand Design of Authentic Products Open Response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Formative Clicker/CPS Thumbs up Exit Slips Quick Writes Response Boards</p> <p>Summative Constructed Response Multiple Choice On Demand Design of Authentic Products Open Response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
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Weeks 31-33			Weeks 34-36		
Unit/Topic South Pacific			Unit/Topic Summative Course Review		
CORE CONTENT 4.1			CORE CONTENT 4.1		
<p><u>Government & Civics:</u></p> <p>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 prior to 1500 A.D.</p> <p><u>Culture & Societies:</u></p> <p>SS-06-2.1.1 Students will compare how cultures (present day) develop social institutions (family, religion, education, government, economy) to respond to human needs, structure society and influence behavior.</p> <p>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.</p> <p>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.</p> <p><u>Economics:</u></p> <p>SS-06-3.4.2 Students will describe how new knowledge, technology/tools and specialization increase human productivity in the present day.</p> <p>SS-06-3.4.3 Students will explain how international economic activities are interdependent in the present day.</p> <p>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.</p> <p>SS-06-3.2.1 Students will compare present day economic systems (traditional, command, market, mixed).</p> <p>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.</p> <p><u>Geography:</u></p> <p>SS-06-4.1.1 Students will use a variety of geographic tools (maps, photographs, charts,</p>			<p><u>Government & Civics:</u></p> <p>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 prior to 1500 A.D.</p> <p>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.</p> <p><u>Culture & Societies:</u></p> <p><u>Economics:</u></p> <p>SS-06-3.4.2 Students will describe how new knowledge, technology/tools and specialization increase human productivity in the present day.</p> <p>SS-06-3.4.3 Students will explain how international economic activities are interdependent in the present day.</p> <p>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.</p> <p>SS-06-3.2.1 Students will compare present day economic systems (traditional, command, market, mixed).</p> <p>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.</p> <p><u>Geography:</u></p> <p>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.</p> <p>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,</p>		

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.

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

<p>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).</p> <p>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.</p> <p>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.</p> <p>I can explain how the natural resources of a place or region impact its political,, social and economic development in the present day.</p>	<p>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).</p> <p>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.</p> <p>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.</p> <p>I can explain how the natural resources of a place or region impact its political,, social and economic development in the present day.</p>	<p>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).</p> <p>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.</p> <p>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.</p> <p>I can explain how the natural resources of a place or region impact its political,, social and economic development in the present day.</p>	<p>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).</p> <p>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.</p> <p>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.</p> <p>I can explain how the natural resources of a place or region impact its political,, social and economic development in the present day.</p>	<p>preserve and protect the rights (e.g., Voting), liberty and property of their citizens by making, enacting, and enforcing appropriate rules and laws.</p>	<p>individuals and groups I the present day.</p> <p>I can describe how new knowledge, technology/tools and specialization increase human productivity in the present day.</p> <p>I can explain how international economic activities are interdependent in the present day.</p> <p>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.</p> <p>I can compare present day economic systems (traditional, command, market, mixed).</p> <p>I can explain how in present day market economies, the prices of goods and services are determined by supply and demand.</p>
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<p>Critical Vocabulary precious gems deforestation socialism civil war plate strait free port terraced field</p>	<p>Critical Vocabulary coral reef outback station marsupial boomerang bush geyser manuka fjord geothermal energy hydroelectric power</p>	<p>Critical Vocabulary cacao copra pidgin language high island low island atoll phosphate trust territory crevasse ice shelf iceberg krill ozone</p>	<p>Critical Vocabulary absolute location archipelago basin bay canyon cape channel continent delta elevation equator glacier gulf harbor hemispheres highland hill island isthmus lake latitude longitude lowland map meridian mesa parallel peninsula plain plateau Prime Meridian relief sea level strait tributary valley climograph contour maps demographic maps</p>	<p>Critical Vocabulary republic parliamentary democracy federal republic constitutional monarchy monarchy communist state dictatorship islamic republic military dictatorship traditional monarchy sovereign state city-state coalition government colony commonwealth divine right of kings dominion dynasty empire emperor feudalism imperialism representative democracy reunification theocracy trust territory</p>	<p>Critical Vocabulary traditional economy command economy market economy mixed economy renewable resources nonrenewable resources import export tariff quota free trade NAFTA free enterprise system or free market economy Perestroika productivity subsistence farming service industry slash and burn farming textiles urbanization</p>
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			<p>physical map poplation density political map mp key cardinal directions scale bar geographic information systems global positioning system</p>		
<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>

<p>Balanced Assessment: Formative Clicker/CPS Thumbs up Exit Slips Quick Writes Response Board</p> <p>Summative Constructed Response Multiple Choice On Demand Design of Authentic Products Open Response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative Clicker/CPS Thumbs up Exit Slips Quick Writes Response Board</p> <p>Summative Constructed Response Multiple Choice On Demand Design of Authentic Products Open Response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative Clicker/CPS Thumbs up Exit Slips Quick Writes Response Board</p> <p>Summative Constructed Response Multiple Choice On Demand Design of Authentic Products Open Response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative Clicker/CPS Thumbs up Exit Slips Quick Writes Response Board</p> <p>Summative Constructed Response Multiple Choice On Demand Design of Authentic Products Open Response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative Clicker/CPS Thumbs up Exit Slips Quick Writes Response Board</p> <p>Summative Constructed Response Multiple Choice On Demand Design of Authentic Products Open Response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative Clicker/CPS Thumbs up Exit Slips Quick Writes Response Board</p> <p>Summative Constructed Response Multiple Choice On Demand Design of Authentic Products Open Response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
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