



ORGANIZING THEME/TOPIC

FOCUS STANDARDS & SKILLS

<p>UNIT 1: HOME & SCHOOL FAMILIES</p> <p>Suggested Time Frame: Quarter 1</p>	<p>How do the choices you make affect you, your family, your friends, your school, and your community?</p> <ul style="list-style-type: none"> The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1) <p>What would happen in your family and school community if there were no rules?</p> <ul style="list-style-type: none"> The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3) <p>What are the rights and responsibilities family members and classmates have to each other?</p> <ul style="list-style-type: none"> The student will recognize and evaluate the rights and responsibilities of people living in societies (2.1) <p>How does following the BV Virtues make you a better member of your class and family?</p> <ul style="list-style-type: none"> The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) <p>What characteristics make a good leader?</p> <ul style="list-style-type: none"> The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) <p>How have important people in your life influenced who you are?</p> <ul style="list-style-type: none"> The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2)
<p>UNIT 2: ECONOMICS</p> <p>Suggested Time Frame: Quarter 2</p>	<p>How do people decide what is a want and what is a need?</p> <ul style="list-style-type: none"> The student will use his/her understanding of choices and consequences to construct a decision-making process and to justify a decision (1.4) <p>What do people gain when they save and what do they sacrifice?</p> <ul style="list-style-type: none"> The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1) <p>How do people in your community earn money?</p> <ul style="list-style-type: none"> The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1)

	<p>How have people’s wants and needs changed over time and why?</p> <ul style="list-style-type: none"> • The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1) <p>What goods and services are most important to your family and why?</p> <ul style="list-style-type: none"> • The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1)
<p>UNIT 3: KANSAS & THE UNITED STATES</p> <p>Suggested Time Frame: Quarter 3 & 4</p>	<p>How have important people in history influenced our nation?</p> <ul style="list-style-type: none"> • The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) <p>Why do we use symbols to represent our state and our country?</p> <ul style="list-style-type: none"> • The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) <p>What choices do you make in your daily routine based on weather?</p> <ul style="list-style-type: none"> • The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) <p>How have humans changed your local environment?</p> <ul style="list-style-type: none"> • The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3) <p>How does the physical environment impact your recreational activities?</p> <ul style="list-style-type: none"> • The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3) <p>What goods produced in Kansas help our community and nation?</p> <ul style="list-style-type: none"> • The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2) <p>How have forms of housing in my community changed over time?</p> <ul style="list-style-type: none"> • The student will investigate an example of continuity and/or change and connect that continuity and/or change to a contemporary issue (4.3) <p>What national & cultural holidays/festivals do people celebrate in the United States and why?</p> <ul style="list-style-type: none"> • The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4)