



ORGANIZING THEME/TOPIC

FOCUS STANDARDS & SKILLS

<p>UNIT 1: CITIZENSHIP</p> <p>Suggested Time Frame: Quarter 1</p>	<p>Why do we need rules?</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 are rules determined?</p> <ul style="list-style-type: none"> The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2) <p>Why might rules need to change?</p> <ul style="list-style-type: none"> The student will use his/her understanding of rights and responsibilities to address contemporary issues (2.4) <p>Why should we do the “right” thing even when no one is looking?</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>What makes someone a good citizen?</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>How does following the BV Virtues make you a good citizen?</p> <ul style="list-style-type: none"> The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2)
<p>UNIT 2: ECONOMICS</p> <p>Suggested Time Frame: Quarter 2</p>	<p>How do people (i.e. family, community, state, and nation) 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>Why do people need to be responsible about spending and saving?</p> <ul style="list-style-type: none"> The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3) <p>Why is money primarily used in the United States today instead of trade/barter?</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>How have people’s wants and needs changed over time?</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 important parts of a person’s daily life?</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>UNIT 3: GEOGRPAHY</p> <p>Suggested Time Frame: Quarter 3</p>	<p>Why do people choose to live where they do?</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 does location affect settlement?</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 weather impact your life?</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>Why do maps of the same location change over time?</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>How do geographic features impact transportation and communication?</p> <ul style="list-style-type: none"> The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)
<p>UNIT 4: PAST & PRESENT</p> <p>Suggested Time Frame: Quarter 4</p>	<p>How have past inventions changed or impacted your daily life?</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 important rights and responsibilities did citizens have in early America and how have those rights and responsibilities changed over time?</p> <ul style="list-style-type: none"> The student will recognize and evaluate the rights and responsibilities of people living in societies (2.1) The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1) <p>Why are certain people, places, and events considered more important than others?</p> <ul style="list-style-type: none"> The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2) <p>Why have the forms of transportation changed over time?</p> <ul style="list-style-type: none"> The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2)