

Week	Title	Summary of the Week
Unit 1: Inquiry		
1	Developing Questions and Planning Inquiries	This unit provides the important scaffolding for students to engage in inquiry-based learning. In these weeks, students will examine how historians think and ask questions. The skills of engaging in inquiries, analyzing and evaluating sources and evidence, communicating conclusions, and taking action will be both scaffolded and developed. The final week encourages students to engage in their own inquiry. It is highly recommended that students choose a topic or issue relevant to their own community or state to engage in.
2	Historical Inquiry Sources	Students will learn about the type of sources people use for historical investigation. Students will apply their knowledge to different activities throughout the week.
3	Analyzing and Evaluating Evidence	This week will focus on researching answers to compelling and supporting questions. Students will interpret the information that is found and present their conclusions.
4	Communicating Conclusions	This week, students will learn about the next step in the inquiry process: communicating conclusions. They will learn about how to reach their own conclusions concerning an idea or issue, people who have made a difference, and what it might look like to make a difference. Students will also learn about writing to persuade others.
5	Engaging in Your Own Inquiry	Students will apply all the inquiry skills they have learned in the past. Students will practice the inquiry process. They will ask a compelling question, make a claim, create supporting questions, search for answers, interpret the information, and present their conclusions.
Unit 2: North America Before European Contact		
6	Life in the Americas	Students will examine and compare the needs and wants of Indigenous tribes in North America.
7	Government and Culture in North America	Students will learn more about the vibrant societies of Indigenous people before European exploration. Outward appearances may differ, but the base of a society is its belief systems, trade, security, and communication. The many societies that existed prior to European contact were elaborate and sophisticated. Cities and extensive trade networks were established and are now being documented through archaeology and modern technology.
8	Trade and Economics in North America	Trade and exchange among the tribes of North America created a network across the continent. Trade items and routes are studied and connected to today.

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9	Guided Inquiry: Lives of North American Indians	Students will conduct a guided inquiry to explore the question "How did geography, climate, and proximity to water affect the lives of the Indigenous people of North America?"
Unit 3: The Age of European Exploration and Colonization		
10	The Age of Encounters	Students will discover what the world was like at the beginning of the Age of Exploration. They will read about what motivated European governments to finance expeditions. They will be introduced to reasons people wanted to explore, including the search for a better route to Asian markets. There is also information about the maps and technology that made extended sea voyages possible.
11	Consequences of Contact	This week looks at the consequences of new things. There are always consequences to people's actions. Consequences can be economic, geographic, physical, or educational. Sometimes consequences can be positive for everyone. Other times, the consequences are negative. These can be incidental and happen without a thought. This week will help students consider the actions and impacts of exploration in the 15th and 16th centuries. The learning impacts the 21st century as well.
12	The Colonies and Their Founding	This week's issue is focused on the general causes for early colonization in North America, including the pull factors that companies used to recruit people to move to America. The geography, economics, and governments of the new colonies will be examined to give a foundation for understanding future governments in America.
13	Jamestown	This week's issue includes information about the settlement of Jamestown in 1607. The settlement survived and grew through 1627. The issue includes information about the Virginia Company, which included the first settlers and why they came to North America. Students will also learn about the early economic and government systems of European settlers, the culture of and interactions with American Indians who already lived on the land, the introduction of tobacco as a cash crop, and the introduction of Africans as enslaved labor.
14	Colonial Life	As colonies became established with families, crops, trade, markets, and governments, life changed for everyone. The colonies became thriving, bustling centers of commerce. Families invested in land and businesses to make a change for themselves in America. Economic gain was the goal of every European immigrant who came to America. This desire created events that would change people's lives. This week introduces the practice of enslaving people in America and the resulting consequences.
15	Guided Inquiry: Life in the British Colonies	Students will conduct a guided inquiry to explore the question "How did colonial governments, economies, and culture differ between the New England, Middle, and Southern Colonies?"

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16	Conflicts and Compromise in North America	This week is about conflict and peace in the early colonies. Conflict with Native Americans was ongoing and led to many issues among the people of North America.
17	Clash of the Empires	This week sets up the economic and geographic factors that created conflict in North America between the British, the French, and the Iroquois Confederacy. The people instrumental in creating the conflict are introduced and explored.
18	Consequences of the French and Indian War	Students will learn about the consequences of the French and Indian War for all empires involved in the conflict.
Unit 4: The American Revolution		
19	The Acts of Parliament	Paying the debt incurred from the French and Indian War in America was foremost in the minds of King George III and the members of Parliament. The actions they took and the reactions to those actions closed doors to communication and the hope for a peaceful resolution.
20	The Actions of the Colonies	This week will center on the time period after the Boston Massacre in 1770 and the events that led to armed conflict.
21	The Shot Heard 'Round the World	Students will study the actions of the colonies and British Parliament after a peaceful resolution could not be found. Armed conflict should always be the last resort. This week will examine the people and the government that were in place for a group of colonies to become their own country.
22	Guided Inquiry: The Road to Revolution	Students will complete a guided inquiry to answer the question "How did the decline in communication between the colonists and Parliament cause revolution?"
23	Independence and Revolution: The Government	Students will learn about the actions of the new American government during the American Revolution and the challenges that the Congressional leaders had to overcome.
24	Independence and Revolution: The People	Students will learn about the people of the American Revolution and how different groups of people contributed to the war effort.
25	Independence and Revolution: The Military	This week will be focused on the military actions, conditions, and leaders of the American Revolution. The War for Independence lasted six years. Lack of funding troubled Congress and the army. This meant hardships for the soldiers and their families. The key to winning the war was to not lose completely. At no time could General Washington afford to have the army captured or destroyed. No army meant no United States.

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26	Outcomes of the American Revolution	Students will learn about the economic, personal, and political hardships that resulted from the American Revolution.
Unit 5: Creating a New Nation		
27	The Founders and Process	Students will learn about the people who guided the building of a government after successfully gaining independence.
28	The Constitution	Students will examine the Constitution of the United States of America. The Constitution limits the government and protects the individual rights of the people. The Constitution frames the civil rights of the citizens and defines the line between federal and state responsibilities.
29	The Bill of Rights	Students will examine the Bill of Rights to see the protection it provides for individual rights from government authority.
30	The New Nation	The students will study the implementation of the new government. The United States was growing quickly. Governing is different from revolution.
31	America on the Move	Students will be investigating the energy and ideas of a new country. With the Revolution behind them and a government in place, the people had the opportunity to create their own future.
32	Guided Inquiry: Changes in the United States	Students will complete a guided inquiry to answer the questions "What was the most influential change that occurred in the United States from the end of the American Revolution to 1820?" and "How did this change impact the geography, economy, government, and culture of the country?"