

# Standards Alignment

## *Common Core State Standards*

## Common Core State Standards (CCSS)

The Autism Helper's curricula have learning objectives that are based on and aligned to the Common Core State Standards (CCSS). Objectives and skills are aligned to a range of grades for each level and unit. Alignments include both exact objectives to standards and objectives that are fundamental prerequisite skills necessary to meet the standards. If your organization does not use the CCSS, the objectives are beneficial for lesson planning, goal-writing, and understanding a hierarchy of skills.

## Learning Targets

The Autism Helper Curriculum includes instructional learning targets for each unit. Learning targets are aligned to standards in grade K through 12. The learning target connects the curriculum content to the core concept at the root of each standard. The material in the curriculum then teaches the standards-aligned learning target.



# Common Core Standards for Social Studies Level 4 Unit 1



K	Learning Targets	1st	Learning Targets	2nd	Learning Targets	3rd	Learning Targets	4th	Learning Targets
III.B	I can comprehend and utilize special purpose maps (elevation maps, climate maps, weather maps, time zone maps, landform maps, and transportation maps) to gain new information and apply that knowledge.	III.B	I can comprehend and utilize special purpose maps (elevation maps, climate maps, weather maps, time zone maps, landform maps, and transportation maps) to gain new information and apply that knowledge.	III.B	I can comprehend and utilize special purpose maps (elevation maps, climate maps, weather maps, time zone maps, landform maps, and transportation maps) to gain new information and apply that knowledge.	III.B	I can comprehend and utilize special purpose maps (elevation maps, climate maps, weather maps, time zone maps, landform maps, and transportation maps) to gain new information and apply that knowledge.	III.B	I can comprehend and utilize special purpose maps (elevation maps, climate maps, weather maps, time zone maps, landform maps, and transportation maps) to gain new information and apply that knowledge.
III.B	I can identify and explain the purpose of elevation maps, climate maps, weather maps, time zone maps, landform maps, and transportation maps as well as utilize the information on the given map.	III.B	I can identify and explain the purpose of elevation maps, climate maps, weather maps, time zone maps, landform maps, and transportation maps as well as utilize the information on the given map.	III.B	I can identify and explain the purpose of elevation maps, climate maps, weather maps, time zone maps, landform maps, and transportation maps as well as utilize the information on the given map.	III.B	I can identify and explain the purpose of elevation maps, climate maps, weather maps, time zone maps, landform maps, and transportation maps as well as utilize the information on the given map.	III.B	I can identify and explain the purpose of elevation maps, climate maps, weather maps, time zone maps, landform maps, and transportation maps as well as utilize the information on the given map.

# Common Core Standards for Social Studies Level 4 Unit 1



5th	Learning Target	6th	Learning Target	7th	Learning Target	8th	Learning Target
III.B	I can comprehend and utilize special purpose maps (elevation maps, climate maps, weather maps, time zone maps, landform maps, and transportation maps) to gain new information and apply that knowledge.	III.B	I can comprehend and utilize special purpose maps (elevation maps, climate maps, weather maps, time zone maps, landform maps, and transportation maps) to gain new information and apply that knowledge.	III.B	I can comprehend and utilize special purpose maps (elevation maps, climate maps, weather maps, time zone maps, landform maps, and transportation maps) to gain new information and apply that knowledge.	III.B	I can comprehend and utilize special purpose maps (elevation maps, climate maps, weather maps, time zone maps, landform maps, and transportation maps) to gain new information and apply that knowledge.
III.B	I can identify and explain the purpose of elevation maps, climate maps, weather maps, time zone maps, landform maps, and transportation maps as well as utilize the information on the given map.	III.B	I can identify and explain the purpose of elevation maps, climate maps, weather maps, time zone maps, landform maps, and transportation maps as well as utilize the information on the given map.	III.B	I can identify and explain the purpose of elevation maps, climate maps, weather maps, time zone maps, landform maps, and transportation maps as well as utilize the information on the given map.	III.B	I can identify and explain the purpose of elevation maps, climate maps, weather maps, time zone maps, landform maps, and transportation maps as well as utilize the information on the given map.

# Common Core Standards for Social Studies Level 4 Unit 1



9th	Learning Target	10th	Learning Target	11th	Learning Target	12th	Learning Target
III.B	I can comprehend and utilize special purpose maps (elevation maps, climate maps, weather maps, time zone maps, landform maps, and transportation maps) to gain new information and apply that knowledge.	III.B	I can comprehend and utilize special purpose maps (elevation maps, climate maps, weather maps, time zone maps, landform maps, and transportation maps) to gain new information and apply that knowledge.	III.B	I can comprehend and utilize special purpose maps (elevation maps, climate maps, weather maps, time zone maps, landform maps, and transportation maps) to gain new information and apply that knowledge.	III.B	I can comprehend and utilize special purpose maps (elevation maps, climate maps, weather maps, time zone maps, landform maps, and transportation maps) to gain new information and apply that knowledge.
III.B	I can identify and explain the purpose of elevation maps, climate maps, weather maps, time zone maps, landform maps, and transportation maps as well as utilize the information on the given map.	III.B	I can identify and explain the purpose of elevation maps, climate maps, weather maps, time zone maps, landform maps, and transportation maps as well as utilize the information on the given map.	III.B	I can identify and explain the purpose of elevation maps, climate maps, weather maps, time zone maps, landform maps, and transportation maps as well as utilize the information on the given map.	III.B	I can identify and explain the purpose of elevation maps, climate maps, weather maps, time zone maps, landform maps, and transportation maps as well as utilize the information on the given map.

# Common Core Standards for Social Studies Level 4 Unit 2



K	Learning Targets	1st	Learning Targets	2nd	Learning Targets	3rd	Learning Targets	4th	Learning Targets
III.F	I can identify the 6 climate zones around the world - polar, subpolar, temperate, subtropical, tropical, and equatorial.	III.F	I can identify the 6 climate zones around the world - polar, subpolar, temperate, subtropical, tropical, and equatorial.	III.F	I can identify the 6 climate zones around the world - polar, subpolar, temperate, subtropical, tropical, and equatorial.	III.F	I can identify the 6 climate zones around the world - polar, subpolar, temperate, subtropical, tropical, and equatorial.	III.F	I can identify the 6 climate zones around the world - polar, subpolar, temperate, subtropical, tropical, and equatorial.
III.F	I can identify and describe each climate zone.	III.F	I can identify and describe each climate zone.	III.F	I can identify and describe each climate zone.	III.F	I can identify and describe each climate zone.	III.F	I can identify and describe each climate zone.
III.F	I can apply knowledge of climate zones to answer application questions.	III.F	I can apply knowledge of climate zones to answer application questions.	III.F	I can apply knowledge of climate zones to answer application questions.	III.F	I can apply knowledge of climate zones to answer application questions.	III.F	I can apply knowledge of climate zones to answer application questions.

# Common Core Standards for Social Studies Level 4 Unit 2



5th	Learning Target	6th	Learning Target	7th	Learning Target	8th	Learning Target
III.F	I can identify the 6 climate zones around the world - polar, subpolar, temperate, subtropical, tropical, and equatorial.	III.F	I can identify the 6 climate zones around the world - polar, subpolar, temperate, subtropical, tropical, and equatorial.	III.F	I can identify the 6 climate zones around the world - polar, subpolar, temperate, subtropical, tropical, and equatorial.	III.F	I can identify the 6 climate zones around the world - polar, subpolar, temperate, subtropical, tropical, and equatorial.
III.F	I can identify and describe each climate zone.	III.F	I can identify and describe each climate zone.	III.F	I can identify and describe each climate zone.	III.F	I can identify and describe each climate zone.
III.F	I can apply knowledge of climate zones to answer application questions.	III.F	I can apply knowledge of climate zones to answer application questions.	III.F	I can apply knowledge of climate zones to answer application questions.	III.F	I can apply knowledge of climate zones to answer application questions.

# Common Core Standards for Social Studies Level 4 Unit 2



9th	Learning Target	10th	Learning Target	11th	Learning Target	12th	Learning Target
III.F	I can identify the 6 climate zones around the world - polar, subpolar, temperate, subtropical, tropical, and equatorial.	III.F	I can identify the 6 climate zones around the world - polar, subpolar, temperate, subtropical, tropical, and equatorial.	III.F	I can identify the 6 climate zones around the world - polar, subpolar, temperate, subtropical, tropical, and equatorial.	III.F	I can identify the 6 climate zones around the world - polar, subpolar, temperate, subtropical, tropical, and equatorial.
III.F	I can identify and describe each climate zone.	III.F	I can identify and describe each climate zone.	III.F	I can identify and describe each climate zone.	III.F	I can identify and describe each climate zone.
III.F	I can apply knowledge of climate zones to answer application questions.	III.F	I can apply knowledge of climate zones to answer application questions.	III.F	I can apply knowledge of climate zones to answer application questions.	III.F	I can apply knowledge of climate zones to answer application questions.

# Common Core Standards for Social Studies Level 4 Unit 3



K	Learning Targets	1st	Learning Targets	2nd	Learning Targets	3rd	Learning Targets	4th	Learning Targets
III.A	I can identify 5 Regions of the United States: the West, Midwest, Northeast, Southeast, and Southwest regions.	III.A	I can identify 5 Regions of the United States: the West, Midwest, Northeast, Southeast, and Southwest regions.	III.A	I can identify 5 Regions of the United States: the West, Midwest, Northeast, Southeast, and Southwest regions.	III.A	I can identify 5 Regions of the United States: the West, Midwest, Northeast, Southeast, and Southwest regions.	III.A	I can identify 5 Regions of the United States: the West, Midwest, Northeast, Southeast, and Southwest regions.
III.A	I can identify 5 Regions of the United States on a map and become familiar with which states are part of each region.	III.A	I can identify 5 Regions of the United States on a map and become familiar with which states are part of each region.	III.A	I can identify 5 Regions of the United States on a map and become familiar with which states are part of each region.	III.A	I can identify 5 Regions of the United States on a map and become familiar with which states are part of each region.	III.A	I can identify 5 Regions of the United States on a map and become familiar with which states are part of each region.
III.E	I can identify the 5 Great Lakes.	III.E	I can identify the 5 Great Lakes.	III.E	I can identify the 5 Great Lakes.	III.E	I can identify the 5 Great Lakes.	III.E	I can identify the 5 Great Lakes.
III.E	I can name the 5 lakes and locate them on a map.	III.E	I can name the 5 lakes and locate them on a map.	III.E	I can name the 5 lakes and locate them on a map.	III.E	I can name the 5 lakes and locate them on a map.	III.E	I can name the 5 lakes and locate them on a map.
III.B	I can use an anchor chart or search online to identify state capitals.	III.B	I can use an anchor chart or search online to identify state capitals.	III.B	I can use an anchor chart or search online to identify state capitals.	III.B	I can use an anchor chart or search online to identify state capitals.	III.B	I can use an anchor chart or search online to identify state capitals.



# Common Core Standards for Social Studies Level 4 Unit 3



5th	Learning Target	6th	Learning Target	7th	Learning Target	8th	Learning Target
III.A	I can identify 5 Regions of the United States: the West, Midwest, Northeast, Southeast, and Southwest regions.	III.A	I can identify 5 Regions of the United States: the West, Midwest, Northeast, Southeast, and Southwest regions.	III.A	I can identify 5 Regions of the United States: the West, Midwest, Northeast, Southeast, and Southwest regions.	III.A	I can identify 5 Regions of the United States: the West, Midwest, Northeast, Southeast, and Southwest regions.
III.A	I can identify 5 Regions of the United States on a map and become familiar with which states are part of each region.	III.A	I can identify 5 Regions of the United States on a map and become familiar with which states are part of each region.	III.A	I can identify 5 Regions of the United States on a map and become familiar with which states are part of each region.	III.A	I can identify 5 Regions of the United States on a map and become familiar with which states are part of each region.
III.E	I can identify the 5 Great Lakes.	III.E	I can identify the 5 Great Lakes.	III.E	I can identify the 5 Great Lakes.	III.E	I can identify the 5 Great Lakes.
III.E	I can name the 5 lakes and locate them on a map.	III.E	I can name the 5 lakes and locate them on a map.	III.E	I can name the 5 lakes and locate them on a map.	III.E	I can name the 5 lakes and locate them on a map.
III.B	I can use an anchor chart or search online to identify state capitals.	III.B	I can use an anchor chart or search online to identify state capitals.	III.B	I can use an anchor chart or search online to identify state capitals.	III.B	I can use an anchor chart or search online to identify state capitals.

# Common Core Standards for Social Studies Level 4 Unit 3



9th	Learning Target	10th	Learning Target	11th	Learning Target	12th	Learning Target
III.A	I can identify 5 Regions of the United States: the West, Midwest, Northeast, Southeast, and Southwest regions.	III.A	I can identify 5 Regions of the United States: the West, Midwest, Northeast, Southeast, and Southwest regions.	III.A	I can identify 5 Regions of the United States: the West, Midwest, Northeast, Southeast, and Southwest regions.	III.A	I can identify 5 Regions of the United States: the West, Midwest, Northeast, Southeast, and Southwest regions.
III.A	I can identify 5 Regions of the United States on a map and become familiar with which states are part of each region.	III.A	I can identify 5 Regions of the United States on a map and become familiar with which states are part of each region.	III.A	I can identify 5 Regions of the United States on a map and become familiar with which states are part of each region.	III.A	I can identify 5 Regions of the United States on a map and become familiar with which states are part of each region.
III.E	I can identify the 5 Great Lakes.	III.E	I can identify the 5 Great Lakes.	III.E	I can identify the 5 Great Lakes.	III.E	I can identify the 5 Great Lakes.
III.E	I can name the 5 lakes and locate them on a map.	III.E	I can name the 5 lakes and locate them on a map.	III.E	I can name the 5 lakes and locate them on a map.	III.E	I can name the 5 lakes and locate them on a map.
III.B	I can use an anchor chart or search online to identify state capitals.	III.B	I can use an anchor chart or search online to identify state capitals.	III.B	I can use an anchor chart or search online to identify state capitals.	III.B	I can use an anchor chart or search online to identify state capitals.

# Common Core Standards for Social Studies Level 4 Unit 4



K	Learning Targets	1st	Learning Targets	2nd	Learning Targets	3rd	Learning Targets	4th	Learning Targets
VI.E	I can define the functions and responsibilities of the 3 levels of government in the United States - the federal, state, and local government.	VI.E	I can define the functions and responsibilities of the 3 levels of government in the United States - the federal, state, and local government.	VI.E	I can define the functions and responsibilities of the 3 levels of government in the United States - the federal, state, and local government.	VI.E	I can define the functions and responsibilities of the 3 levels of government in the United States - the federal, state, and local government.	VI.E	I can define the functions and responsibilities of the 3 levels of government in the United States - the federal, state, and local government.
VI.E	I can explain how the 3 branches of government function at each level and what types of responsibilities fall under each government level.	VI.E	I can explain how the 3 branches of government function at each level and what types of responsibilities fall under each government level.	VI.E	I can explain how the 3 branches of government function at each level and what types of responsibilities fall under each government level.	VI.E	I can explain how the 3 branches of government function at each level and what types of responsibilities fall under each government level.	VI.E	I can explain how the 3 branches of government function at each level and what types of responsibilities fall under each government level.

# Common Core Standards for Social Studies Level 4 Unit 4



5th	Learning Target	6th	Learning Target	7th	Learning Target	8th	Learning Target
VI.E	I can define the functions and responsibilities of the 3 levels of government in the United States - the federal, state, and local government.	VI.E	I can define the functions and responsibilities of the 3 levels of government in the United States - the federal, state, and local government.	VI.E	I can define the functions and responsibilities of the 3 levels of government in the United States - the federal, state, and local government.	VI.E	I can define the functions and responsibilities of the 3 levels of government in the United States - the federal, state, and local government.
VI.E	I can explain how the 3 branches of government function at each level and what types of responsibilities fall under each government level.	VI.E	I can explain how the 3 branches of government function at each level and what types of responsibilities fall under each government level.	VI.E	I can explain how the 3 branches of government function at each level and what types of responsibilities fall under each government level.	VI.E	I can explain how the 3 branches of government function at each level and what types of responsibilities fall under each government level.

# Common Core Standards for Social Studies Level 4 Unit 4



9th	Learning Target	10th	Learning Target	11th	Learning Target	12th	Learning Target
VI.E	I can define the functions and responsibilities of the 3 levels of government in the United States - the federal, state, and local government.	VI.E	I can define the functions and responsibilities of the 3 levels of government in the United States - the federal, state, and local government.	VI.E	I can define the functions and responsibilities of the 3 levels of government in the United States - the federal, state, and local government.	VI.E	I can define the functions and responsibilities of the 3 levels of government in the United States - the federal, state, and local government.
VI.E	I can explain how the 3 branches of government function at each level and what types of responsibilities fall under each government level.	VI.E	I can explain how the 3 branches of government function at each level and what types of responsibilities fall under each government level.	VI.E	I can explain how the 3 branches of government function at each level and what types of responsibilities fall under each government level.	VI.E	I can explain how the 3 branches of government function at each level and what types of responsibilities fall under each government level.

# Common Core Standards for Social Studies Level 4 Unit 5



K	Learning Targets	1st	Learning Targets	2nd	Learning Targets	3rd	Learning Targets	4th	Learning Targets
VII.H	I can define economic concepts related to making money decisions and understanding why prices increase and decrease.	VII.H	I can define economic concepts related to making money decisions and understanding why prices increase and decrease.	VII.H	I can define economic concepts related to making money decisions and understanding why prices increase and decrease.	VII.H	I can define economic concepts related to making money decisions and understanding why prices increase and decrease.	VII.H	I can define economic concepts related to making money decisions and understanding why prices increase and decrease.
VII.I	I can define cost and benefit and how to do a cost-benefit analysis and identify the opportunity cost of a choice.	VII.I	I can define cost and benefit and how to do a cost-benefit analysis and identify the opportunity cost of a choice.	VII.I	I can define cost and benefit and how to do a cost-benefit analysis and identify the opportunity cost of a choice.	VII.I	I can define cost and benefit and how to do a cost-benefit analysis and identify the opportunity cost of a choice.	VII.I	I can define cost and benefit and how to do a cost-benefit analysis and identify the opportunity cost of a choice.
VII.I	I can define concept of scarcity and how scarcity and demand play a role in price changes of resources.	VII.I	I can define concept of scarcity and how scarcity and demand play a role in price changes of resources.	VII.I	I can define concept of scarcity and how scarcity and demand play a role in price changes of resources.	VII.I	I can define concept of scarcity and how scarcity and demand play a role in price changes of resources.	VII.I	I can define concept of scarcity and how scarcity and demand play a role in price changes of resources.

# Common Core Standards for Social Studies Level 4 Unit 5



5th	Learning Target	6th	Learning Target	7th	Learning Target	8th	Learning Target
VII.H	I can define economic concepts related to making money decisions and understanding why prices increase and decrease.	VII.H	I can define economic concepts related to making money decisions and understanding why prices increase and decrease.	VII.H	I can define economic concepts related to making money decisions and understanding why prices increase and decrease.	VII.H	I can define economic concepts related to making money decisions and understanding why prices increase and decrease.
VII.I	I can define cost and benefit and how to do a cost-benefit analysis and identify the opportunity cost of a choice.	VII.I	I can define cost and benefit and how to do a cost-benefit analysis and identify the opportunity cost of a choice.	VII.I	I can define cost and benefit and how to do a cost-benefit analysis and identify the opportunity cost of a choice.	VII.I	I can define cost and benefit and how to do a cost-benefit analysis and identify the opportunity cost of a choice.
VII.I	I can define concept of scarcity and how scarcity and demand play a role in price changes of resources.	VII.I	I can define concept of scarcity and how scarcity and demand play a role in price changes of resources.	VII.I	I can define concept of scarcity and how scarcity and demand play a role in price changes of resources.	VII.I	I can define concept of scarcity and how scarcity and demand play a role in price changes of resources.

# Common Core Standards for Social Studies Level 4 Unit 5



9th	Learning Target	10th	Learning Target	11th	Learning Target	12th	Learning Target
VII.H	I can define economic concepts related to making money decisions and understanding why prices increase and decrease.	VII.H	I can define economic concepts related to making money decisions and understanding why prices increase and decrease.	VII.H	I can define economic concepts related to making money decisions and understanding why prices increase and decrease.	VII.H	I can define economic concepts related to making money decisions and understanding why prices increase and decrease.
VII.I	I can define cost and benefit and how to do a cost-benefit analysis and identify the opportunity cost of a choice.	VII.I	I can define cost and benefit and how to do a cost-benefit analysis and identify the opportunity cost of a choice.	VII.I	I can define cost and benefit and how to do a cost-benefit analysis and identify the opportunity cost of a choice.	VII.I	I can define cost and benefit and how to do a cost-benefit analysis and identify the opportunity cost of a choice.
VII.I	I can define concept of scarcity and how scarcity and demand play a role in price changes of resources.	VII.I	I can define concept of scarcity and how scarcity and demand play a role in price changes of resources.	VII.I	I can define concept of scarcity and how scarcity and demand play a role in price changes of resources.	VII.I	I can define concept of scarcity and how scarcity and demand play a role in price changes of resources.



# Common Core Standards for Social Studies Level 4 Unit 6



K	Learning Targets	1st	Learning Targets	2nd	Learning Targets	3rd	Learning Targets	4th	Learning Targets
X.B	I can identify different ways citizens can be engaged to make their community better.	X.B	I can identify different ways citizens can be engaged to make their community better.	X.B	I can identify different ways citizens can be engaged to make their community better.	X.B	I can identify different ways citizens can be engaged to make their community better.	X.B	I can identify different ways citizens can be engaged to make their community better.
X.E	I can define the 3 ways voting is possible in the United States: mail in voting, early voting, and election day voting.	X.E	I can define the 3 ways voting is possible in the United States: mail in voting, early voting, and election day voting.	X.E	I can define the 3 ways voting is possible in the United States: mail in voting, early voting, and election day voting.	X.E	I can define the 3 ways voting is possible in the United States: mail in voting, early voting, and election day voting.	X.E	I can define the 3 ways voting is possible in the United States: mail in voting, early voting, and election day voting.

# Common Core Standards for Social Studies Level 4 Unit 6



5th	Learning Target	6th	Learning Target	7th	Learning Target	8th	Learning Target
X.B	I can identify different ways citizens can be engaged to make their community better.	X.B	I can identify different ways citizens can be engaged to make their community better.	X.B	I can identify different ways citizens can be engaged to make their community better.	X.B	I can identify different ways citizens can be engaged to make their community better.
X.E	I can define the 3 ways voting is possible in the United States: mail in voting, early voting, and election day voting.	X.E	I can define the 3 ways voting is possible in the United States: mail in voting, early voting, and election day voting.	X.E	I can define the 3 ways voting is possible in the United States: mail in voting, early voting, and election day voting.	X.E	I can define the 3 ways voting is possible in the United States: mail in voting, early voting, and election day voting.

# Common Core Standards for Social Studies Level 4 Unit 6



9th	Learning Target	10th	Learning Target	11th	Learning Target	12th	Learning Target
X.B	I can identify different ways citizens can be engaged to make their community better.	X.B	I can identify different ways citizens can be engaged to make their community better.	X.B	I can identify different ways citizens can be engaged to make their community better.	X.B	I can identify different ways citizens can be engaged to make their community better.
X.E	I can define the 3 ways voting is possible in the United States: mail in voting, early voting, and election day voting.	X.E	I can define the 3 ways voting is possible in the United States: mail in voting, early voting, and election day voting.	X.E	I can define the 3 ways voting is possible in the United States: mail in voting, early voting, and election day voting.	X.E	I can define the 3 ways voting is possible in the United States: mail in voting, early voting, and election day voting.

# Common Core Standards for Social Studies Level 4 Unit 7



K	Learning Targets	1st	Learning Targets	2nd	Learning Targets	3rd	Learning Targets	4th	Learning Targets
III.G	I can identify the different Native American tribes from North America.	III.G	I can identify the different Native American tribes from North America.	III.G	I can identify the different Native American tribes from North America.	III.G	I can identify the different Native American tribes from North America.	III.G	I can identify the different Native American tribes from North America.
I.C	I can define vocabulary terms: culture, tribe, ceremony, tepee, and canoe.	I.C	I can define vocabulary terms: culture, tribe, ceremony, tepee, and canoe.	I.C	I can define vocabulary terms: culture, tribe, ceremony, tepee, and canoe.	I.C	I can define vocabulary terms: culture, tribe, ceremony, tepee, and canoe.	I.C	I can define vocabulary terms: culture, tribe, ceremony, tepee, and canoe.
I.C	I can identify the customs and practices of different Native American tribes.	I.C	I can identify the customs and practices of different Native American tribes.	I.C	I can identify the customs and practices of different Native American tribes.	I.C	I can identify the customs and practices of different Native American tribes.	I.C	I can identify the customs and practices of different Native American tribes.

# Common Core Standards for Social Studies Level 4 Unit 7



5th	Learning Target	6th	Learning Target	7th	Learning Target	8th	Learning Target
III.G	I can identify the different Native American tribes from North America.	III.G	I can identify the different Native American tribes from North America.	III.G	I can identify the different Native American tribes from North America.	III.G	I can identify the different Native American tribes from North America.
I.C	I can define vocabulary terms: culture, tribe, ceremony, tepee, and canoe.	I.C	I can define vocabulary terms: culture, tribe, ceremony, tepee, and canoe.	I.C	I can define vocabulary terms: culture, tribe, ceremony, tepee, and canoe.	I.C	I can define vocabulary terms: culture, tribe, ceremony, tepee, and canoe.
I.C	I can identify the customs and practices of different Native American tribes.	I.C	I can identify the customs and practices of different Native American tribes.	I.C	I can identify the customs and practices of different Native American tribes.	I.C	I can identify the customs and practices of different Native American tribes.

# Common Core Standards for Social Studies Level 4 Unit 7



9th	Learning Target	10th	Learning Target	11th	Learning Target	12th	Learning Target
III.G	I can identify the different Native American tribes from North America.	III.G	I can identify the different Native American tribes from North America.	III.G	I can identify the different Native American tribes from North America.	III.G	I can identify the different Native American tribes from North America.
I.C	I can define vocabulary terms: culture, tribe, ceremony, tepee, and canoe.	I.C	I can define vocabulary terms: culture, tribe, ceremony, tepee, and canoe.	I.C	I can define vocabulary terms: culture, tribe, ceremony, tepee, and canoe.	I.C	I can define vocabulary terms: culture, tribe, ceremony, tepee, and canoe.
I.C	I can identify the customs and practices of different Native American tribes.	I.C	I can identify the customs and practices of different Native American tribes.	I.C	I can identify the customs and practices of different Native American tribes.	I.C	I can identify the customs and practices of different Native American tribes.

# Common Core Standards for Social Studies Level 4 Unit 8



K	Learning Targets	1st	Learning Targets	2nd	Learning Targets	3rd	Learning Targets	4th	Learning Targets
IX.F	I can define the basic facts and timeline of the Civil War.	IX.F	I can define the basic facts and timeline of the Civil War.	IX.F	I can define the basic facts and timeline of the Civil War.	IX.F	I can define the basic facts and timeline of the Civil War.	IX.F	I can define the basic facts and timeline of the Civil War.
VI.F	I can identify the causes of the Civil War - slavery, state rights, and economics - and the role these components played in the war.	VI.F	I can identify the causes of the Civil War - slavery, state rights, and economics - and the role these components played in the war.	VI.F	I can identify the causes of the Civil War - slavery, state rights, and economics - and the role these components played in the war.	VI.F	I can identify the causes of the Civil War - slavery, state rights, and economics - and the role these components played in the war.	VI.F	I can identify the causes of the Civil War - slavery, state rights, and economics - and the role these components played in the war.
V.D	I can differentiate between the Union and Confederacy and identify key leaders on both sides.	V.D	I can differentiate between the Union and Confederacy and identify key leaders on both sides.	V.D	I can differentiate between the Union and Confederacy and identify key leaders on both sides.	V.D	I can differentiate between the Union and Confederacy and identify key leaders on both sides.	V.D	I can differentiate between the Union and Confederacy and identify key leaders on both sides.

# Common Core Standards for Social Studies Level 4 Unit 8



5th	Learning Target	6th	Learning Target	7th	Learning Target	8th	Learning Target
IX.F	I can define the basic facts and timeline of the Civil War.	IX.F	I can define the basic facts and timeline of the Civil War.	IX.F	I can define the basic facts and timeline of the Civil War.	IX.F	I can define the basic facts and timeline of the Civil War.
VI.F	I can identify the causes of the Civil War - slavery, state rights, and economics - and the role these components played in the war.	VI.F	I can identify the causes of the Civil War - slavery, state rights, and economics - and the role these components played in the war.	VI.F	I can identify the causes of the Civil War - slavery, state rights, and economics - and the role these components played in the war.	VI.F	I can identify the causes of the Civil War - slavery, state rights, and economics - and the role these components played in the war.
V.D	I can differentiate between the Union and Confederacy and identify key leaders on both sides.	V.D	I can differentiate between the Union and Confederacy and identify key leaders on both sides.	V.D	I can differentiate between the Union and Confederacy and identify key leaders on both sides.	V.D	I can differentiate between the Union and Confederacy and identify key leaders on both sides.



# Common Core Standards for Social Studies Level 4 Unit 8



9th	Learning Target	10th	Learning Target	11th	Learning Target	12th	Learning Target
IX.F	I can define the basic facts and timeline of the Civil War.	IX.F	I can define the basic facts and timeline of the Civil War.	IX.F	I can define the basic facts and timeline of the Civil War.	IX.F	I can define the basic facts and timeline of the Civil War.
VI.F	I can identify the causes of the Civil War - slavery, state rights, and economics - and the role these components played in the war.	VI.F	I can identify the causes of the Civil War - slavery, state rights, and economics - and the role these components played in the war.	VI.F	I can identify the causes of the Civil War - slavery, state rights, and economics - and the role these components played in the war.	VI.F	I can identify the causes of the Civil War - slavery, state rights, and economics - and the role these components played in the war.
V.D	I can differentiate between the Union and Confederacy and identify key leaders on both sides.	V.D	I can differentiate between the Union and Confederacy and identify key leaders on both sides.	V.D	I can differentiate between the Union and Confederacy and identify key leaders on both sides.	V.D	I can differentiate between the Union and Confederacy and identify key leaders on both sides.