Course Number: 5021070 - Fifth Grade: United States History – The fifth-grade Social Studies curriculum consists of the following content area strands: American History, Geography, Economics, and Civics. Fifth-grade students will study the development of our nation with emphasis on the people, places and events up to approximately 1850. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the initial inhabitation, exploration, colonization, and early national periods of American History.

Civics and Government (C)
Standard 1: Foundations of Government, Law, and the American Political System
Standard 2: Civic and Political Participation
Standard 3: Structure and Functions of Government

Geography (G)
Standard 1: The World in Spatial Terms
Standard 2: Places and Regions
Standard 3: Environment and Society
Standard 4: Uses of Geography

American History (A)
Standard 1: Historical Inquiry and Analysis
Standard 2: Pre-Columbian North America
Standard 3: Exploration and Settlement of North America
Standard 4: Colonization of North America
Standard 5: American Revolution and Birth of a New Nation
Standard 6: Growth and Westward Expansion

Economics (E)
Standard 1: Market Economy
Standard 2: International Economy
<table>
<thead>
<tr>
<th>Weeks</th>
<th>Benchmarks/Learning Targets</th>
<th>Academic Language</th>
<th>Resources</th>
</tr>
</thead>
</table>
| Throughout All Units | **SS.5.A.1.1 Use primary and secondary sources to understand history.**  
*Students will:*  
- analyze and use primary and secondary sources to interpret historical events (e.g., photographs, paintings, maps, artifacts, timelines, audio and video, letters, diaries, periodicals, newspapers articles, websites). | primary sources  
secondary sources  
historical events | CPALMS |
| American History | **SS.5.A.1.2 Utilize timelines to identify and discuss American History time periods.**  
*Students will:*  
- identify events or dates from a timeline.  
- order historical events using a historical timeline.  
- interpret information from historical timelines. | timelines  
historical timelines |           |
| Throughout All Units | **SS.5.G.4.1 Use geographic knowledge and skills when discussing current events.**  
*Students will:*  
- recognize patterns, identify events on maps, and use graphs to determine how geography has impacted significant events. | current events  
significant events |           |
| Geography    | **SS.5.G.1.1 Interpret current and historical information using a variety of geographic tools.**  
*Students will:*  
- interpret information from maps based on historical events.  
- explain geographic features on a physical map.  
- describe information found on a political map.  
- compare information on physical, political, and thematic maps. | current information  
historical information  
geographic tools  
historical events  
geographic features  
physical map  
political map  
thematic map |           |
|             | **SS.5.G.1.6 Locate and identify states, capitals, and United States Territories on a map.**  
*Students will:*  
- identify each state’s capital city from a list of state names as well as on a labeled map.  
- identify a state given the name of its capital.  
- locate and identify states and United States territories on an unlabeled map. | territories  
capital |           |
<table>
<thead>
<tr>
<th>Weeks</th>
<th>Benchmarks/Learning Targets</th>
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<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SS.5.C.2.4 Evaluate the importance of civic responsibilities in American democracy.</td>
<td>civic responsibilities</td>
<td>Social Studies Alive!</td>
</tr>
<tr>
<td></td>
<td>Students will:</td>
<td>school community</td>
<td>America’s Past</td>
</tr>
<tr>
<td></td>
<td>• discuss their civic responsibilities in the school community (e.g., respecting others/no</td>
<td>citizen</td>
<td>Teachers’ Curriculum Institute (TCI)</td>
</tr>
<tr>
<td></td>
<td>• discuss ways they can work together to be good citizens in their school community (e.g.,</td>
<td>taxes</td>
<td>291-299</td>
</tr>
<tr>
<td></td>
<td>be kind, respect school property, pick up trash, participate in school activities).</td>
<td>American democracy</td>
<td>TCI Lessons and Assessments</td>
</tr>
<tr>
<td></td>
<td>• identify responsibilities citizens are expected to fulfill (e.g., respecting the law,</td>
<td>political responsibilities</td>
<td>TCI Lessons and Assessments are located at</td>
</tr>
<tr>
<td></td>
<td>voting, serving on a jury, paying taxes, keeping informed on public issues).</td>
<td>public policy</td>
<td><a href="http://www.teachtci.com">www.teachtci.com</a></td>
</tr>
<tr>
<td></td>
<td>• evaluate the importance of civic responsibilities in American democracy.</td>
<td>political campaigns</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>civic issues</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SS.5.C.2.5 Identify ways good citizens go beyond basic civic and political responsibilities</td>
<td></td>
<td>CPALMS</td>
</tr>
<tr>
<td></td>
<td>to improve government and society.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students will:</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• list things good citizens can do to improve their school and community (e.g., classroom</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>jobs, help other students, pick up trash, don't litter, volunteer, have good manners,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>spread kindness, obey rules/laws).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• discuss the importance of going beyond civic and political responsibilities to</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>improve government and society (e.g., running for office, initiating changes in laws or</td>
<td></td>
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<tr>
<td></td>
<td>public policy, working on political campaigns, and working with others on civic issues).</td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>SS.5.C.1.3 Explain the definition and origins of rights.</td>
<td>rights</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students will:</td>
<td>natural rights</td>
<td>Social Studies Alive!</td>
</tr>
<tr>
<td></td>
<td>• discuss rights they have as a student (e.g., the right to be treated respectfully, the</td>
<td>Declaration of Independence</td>
<td>America’s Past</td>
</tr>
<tr>
<td></td>
<td>right to a safe learning environment).</td>
<td></td>
<td>Teachers’ Curriculum Institute (TCI)</td>
</tr>
<tr>
<td></td>
<td>• discuss and define the term, “natural rights,” as outlined by John Locke (e.g., natural</td>
<td></td>
<td>Student Edition “Being a Good Citizen” pp.</td>
</tr>
<tr>
<td></td>
<td>rights to life, liberty, and property, rights that cannot be repealed or restrained by</td>
<td></td>
<td>291-299</td>
</tr>
<tr>
<td></td>
<td>human laws).</td>
<td></td>
<td>TCI Lessons and Assessments</td>
</tr>
<tr>
<td></td>
<td>• identify John Locke and analyze how this philosophy influenced ideas of the</td>
<td></td>
<td>TCI Lessons and Assessments are located at</td>
</tr>
<tr>
<td></td>
<td>Declaration of Independence.</td>
<td></td>
<td><a href="http://www.teachtci.com">www.teachtci.com</a></td>
</tr>
<tr>
<td></td>
<td>• discuss the rights citizens are born with according to the Declaration of Independence.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Note: Celebrate Labor Day Holiday - September 7th</td>
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</tbody>
</table>
## Unit 1: Geography (Geography of the United States)
### Pacing: 1st Nine Weeks

<table>
<thead>
<tr>
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<th>Academic Language</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 3     | **SS.5.G.1.1 Interpret current and historical information using a variety of geographic tools.**  
*Students will:*  
- interpret information from maps based on historical events.  
- explain geographic features on a physical map.  
- describe information found on a political map.  
- compare information on physical, political, and thematic maps.  
| | | | **Social Studies Alive! America’s Past Teachers’ Curriculum Institute (TCI)**  
**Lesson Guide Ch. 1 pp. 1-16**  
**Student Edition Ch. 1 pp. 3-15** |
| **Sept. 8-11** | **SS.5.G.1.2 Use latitude and longitude to locate places.**  
*Students will:*  
- identify the lines of latitude and longitude.  
- locate absolute locations using latitude and longitude.  
- explain the purpose of latitude and longitude lines.  
| | | | **Social Studies Alive! America’s Past Teachers’ Curriculum Institute (TCI)**  
**Lesson Guide Ch. 1 pp. 1-16**  
**Student Edition Ch. 1 pp. 3-15** |
| | **SS.5.G.1.3 Identify major United States physical features on a map of North America.**  
*Students will:*  
- discuss the geographic features found on a physical map of North America (e.g., Rocky Mountains, Appalachian Mountains, Mississippi River, Great Lakes, Great Plains, Rocky Mountains, Rio Grande, Lake Okeechobee, and Mojave Desert).  
- discuss the key geographic features of North America (e.g., mountains ranges, rivers, deserts).  
| | | | **Social Studies Alive! America’s Past Teachers’ Curriculum Institute (TCI)**  
**Lesson Guide Ch. 1 pp. 1-16**  
**Student Edition Ch. 1 pp. 3-15** |
| 4 | **SS.5.G.1.4 Construct maps, charts, and graphs to display geographic information.**  
*Students will:*  
- construct maps that feature physical geography.  
- develop charts to display geographic information.  
- create graphs to display physical characteristics (e.g., the height of mountains or the lengths of rivers).  
| | | | **Social Studies Alive! America’s Past Teachers’ Curriculum Institute (TCI)**  
**Lesson Guide Ch. 1 pp. 1-16**  
**Student Edition Ch. 1 pp. 3-15** |
| **Sept. 14-18** | **SS.5.G.1.6 Locate and identify states, capitals, and United States Territories on a map.**  
*Students will:*  
- identify each state’s capital city from a list of state names, as well as on a labeled map.  
- identify a state, given the name of its capital.  
- locate and identify states and United States territories on an unlabeled map.  
*Note:* Celebrate Constitution Day, September 17th.  
| | | | **Social Studies Alive! America’s Past Teachers’ Curriculum Institute (TCI)**  
**Lesson Guide Ch. 1 pp. 1-16**  
**Student Edition Ch. 1 pp. 3-15** |

### Social Studies Alive! America’s Past

- Teachers’ Curriculum Institute (TCI)
- Lesson Guide Ch. 1 pp. 1-16
- Student Edition Ch. 1 pp. 3-15

- TCI Lessons and Assessments
  - TCI Lessons and Assessments are located at [www.teachtci.com](http://www.teachtci.com)

### CPALMS

- Social Studies Alive! America’s Past Teachers’ Curriculum Institute (TCI)
- Lesson Guide Ch. 1 pp. 1-16
- Student Edition Ch. 1 pp. 3-15

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  - TCI Lessons and Assessments are located at [www.teachtci.com](http://www.teachtci.com)
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<tbody>
<tr>
<td>5</td>
<td>SS.5.A.2.2 Identify Native American tribes from different geographic regions of North America (cliff dwellers and Pueblo people of the desert Southwest, coastal tribes of the Pacific Northwest, nomadic nations of the Great Plains, woodland tribes east of the Mississippi River). Students will: discuss and identify the four geographic regions that North American tribes primarily occupied. explain major characteristics of Native American tribes.</td>
<td>cultural aspects migration natural resources adaptations cliff dwellers Pueblo people coastal tribes nomadic nation Great Plains</td>
<td>Social Studies Alive! America’s Past Teachers' Curriculum Institute (TCI) Lesson Guide Ch. 2 pp. 17-28 Student Edition Ch. 2 pp. 17 – 23 TCI Lessons and Assessments TCI Lessons and Assessments are located at <a href="http://www.teachtci.com">www.teachtci.com</a> ReadWorks <a href="http://www.readworks.org/passages/native-american-homes">http://www.readworks.org/passages/native-american-homes</a></td>
</tr>
<tr>
<td>Sept. 22-25</td>
<td>SS.5.A.2.3 Compare cultural aspects of Native American tribes from different geographic regions of North America, including but not limited to, clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment. Students will: compare and contrast the cultural aspects of various Native American tribes. evaluate how geography contributed to cultural similarities and differences.</td>
<td></td>
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<tr>
<td>6</td>
<td>SS.5.A.2.2 Identify Native American tribes from different geographic regions of North America (cliff dwellers and Pueblo people of the desert Southwest, coastal tribes of the Pacific Northwest, nomadic nations of the Great Plains, woodland tribes east of the Mississippi River). Students will: discuss and identify the four geographic regions that North American tribes primarily occupied. explain major characteristics of Native American tribes.</td>
<td>nomadic nations cliff dwellers coastal tribes woodland tribes Pueblo people geographic regions cultural similarities cultural differences Aztec Maya Mound Builders Anasazi ancient civilization</td>
<td>Social Studies Alive! America’s Past Teachers' Curriculum Institute (TCI) Lesson Guide Ch. 3 pp. 29-42 Student Edition Ch. 3 pp. 29 – 37 TCI Lessons and Assessments TCI Lessons and Assessments are located at <a href="http://www.teachtci.com">www.teachtci.com</a> ReadWorks <a href="http://www.readworks.org/passages/talking-leaves">http://www.readworks.org/passages/talking-leaves</a> <a href="http://www.readworks.org/passages/pueblo-revolt">http://www.readworks.org/passages/pueblo-revolt</a></td>
</tr>
<tr>
<td>Weeks</td>
<td>Benchmarks/Learning Targets</td>
<td>Academic Language</td>
<td>Resources</td>
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</tr>
<tr>
<td>6 Cont.</td>
<td>SS.5.A.2.3 Compare cultural aspects of Native American tribes from different geographic regions of North America, including but not limited to, clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment. Students will: • compare and contrast the cultural aspects of various Native American tribes. • evaluate how geography contributed to cultural similarities and differences.</td>
<td></td>
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</tr>
<tr>
<td>Sept. 28 - Oct. 2</td>
<td>SS.5.A.2.1 Compare cultural aspects of ancient American civilizations (Aztec/Mayas; Mound Builders/Anasazi/Inuit). Students will: • discuss and list examples of ancient civilizations. • discuss the cultural aspects of various ancient American civilizations. • identify similarities and differences between two different civilizations (e.g., political system, economic development, social structure).</td>
<td></td>
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<tr>
<td>American History</td>
<td>SS.5.A.3.1 Describe technological developments that shaped European exploration. Students will: • discuss and identify the European technological developments that occurred shortly before the European exploration of North America (e.g., mapmaking, navigation, shipbuilding). • discuss the significance of technology to European exploration. • explain how new technology led to world exploration.</td>
<td></td>
<td>Social Studies Alive! America’s Past Teachers’ Curriculum Institute (TCI) Lesson Guide Ch. 4 pp. 43-54 Student Edition Ch. 4 pp. 45 – 51 TCI Lessons and Assessments TCI Lessons and Assessments are located at <a href="http://www.teachtci.com">www.teachtci.com</a> CPALMS</td>
</tr>
</tbody>
</table>
# Unit 1: American History (Colonization)

## Week 8

**SS.5.A.3.2 Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.**

*Students will:*

- discuss and classify key information about European explorers, including their nationality, sponsoring country, motives, dates of travel, routes taken to North America, and major accomplishments.
- locate routes taken by European explorers on a map.

**Academic Language**

- nationality
- motives
- accomplishments
- Conquistadors
- Northwest Passage
- East Indies
- sponsoring country
- motive
- routes of travel
- accomplishments

**Resources**

- Social Studies Alive! America’s Past
- Teachers’ Curriculum Institute (TCI) Lesson Guide Ch. 5 pp. 55-66
- Student Edition Ch. 5 pp. 57 – 71
- Safari Montage
- Christopher Columbus

## Week 9

**SS.5.A.3.3 Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.**

*Students will:*

- discuss the contact between Europeans and Native Americans and how they interacted.
- discuss and examine the enslavement of Native Americans by Europeans.
- discuss and examine the introduction of slaves from Africa.
- identify areas of North America occupied by various European countries.
- analyze and summarize the motives of the English, French, Dutch, and Spanish in North America.

**SS.5.A.4.1 Identify the economic, political and socio-cultural motivation for colonial settlement.**

*Students will:*

- discuss the economic and political reasons for colonial settlement.
- discuss and identify socio-cultural reasons for colonial settlement.
- discuss and identify religious reasons for colonial settlement.
- summarize the economic, political, socio-cultural, and religious reasons for colonial settlement (e.g., Puritans, Quakers, and Catholics fleeing from religious persecution, debtor settlements in Georgia, military stronghold and protection of trade routes at St. Augustine, establishment of the Jamestown colony for profit, French and Dutch competition for the fur trade).

**SS.5.E.2.1 Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.**

*Students will:*

- discuss the positive and negative effects voluntary trade had among Native Americans, European explorers, and colonists.
- identify trade items that were exchanged by Native Americans, European explorers, and colonists.
- analyze the short-and long-term effects voluntary trade had among the Native Americans, European explorers, and colonists.

**Economic**

- politics
- socio-cultural
- colonial settlement
- Puritans
- Quakers
- debtor settlement
- profit
- interactions
- religious reasons
- voluntary trade

**Resources**

- Social Studies Alive! America’s Past
- Teachers’ Curriculum Institute (TCI) Lesson Guide Ch. 6 pp. 67-80
- Student Edition Ch. 6 pp. 73 – 83
- Safari Montage
- Teachers’ Curriculum Institute (TCI) Lessons and Assessments are located at www.teachtci.com

**ReadWorks**

- Mayflower Myths:
  - http://www.readworks.org/passages/mayflower-myths
### Unit 2: American History (The Colonies)

#### Pacing: 2nd Nine Weeks

<table>
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<tr>
<th>Weeks</th>
<th>Benchmarks/Learning Targets</th>
<th>Academic Language</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 10    | **SS.5.A.4.1 Identify the economic, political and socio-cultural motivation for colonial settlement.**<br>Students will:  
- discuss and identify the economic, political, socio-cultural, and religious reasons for colonial settlement.  
- summarize the economic, political, socio-cultural, and religious reasons for colonial settlement (e.g., Puritans, Quakers, and Catholics fleeing from religious persecution, debtor settlements in Georgia, military stronghold and protection of trade routes at St. Augustine, establishment of the Jamestown colony for profit, French and Dutch competition for the fur trade). | political participation, plantations, industries, assembly, apprentice, settlement, socio-cultural motivation, societal, cultural, climate, occupations, New England colonies, Middle colonies, Southern colonies | Social Studies Alive! America’s Past Teachers’ Curriculum Institute (TCI) Lesson Guide Ch. 7 pp. 81-92 Student Edition Ch. 7 pp. 85 – 97 TCI Lessons and Assessments TCI Lessons and Assessments are located at [www.teachtcii.com](http://www.teachtcii.com) ReadWorks The First Thanksgiving Meal [http://www.readworks.org/passages/first-thanksgiving-meal](http://www.readworks.org/passages/first-thanksgiving-meal) |
| Oct. 26 - 30 | **SS.5.A.4.2 Compare characteristics of New England, Middle, and Southern colonies.**<br>Students will:  
- identify the colonies included in the New England, Middle, and Southern colonies.  
- discuss the societal and cultural similarities and differences of the New England, Middle, and Southern colonies.  
- analyze how geography and climate influenced the New England, Middle, and Southern colonies.  
- discuss and explain how natural resources influenced the occupations and economics of the New England, Middle, and Southern colonies.  
- summarize the characteristics of New England, Middle, and Southern colonies. | | |
| American History/Geography | **SS.5.A.4.3 Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.**<br>Students will:  
- discuss and identify the individuals responsible for the development of governments and the individuals who sought to educate and improve the conditions of others in the New England, Middle, and Southern colonies (e.g., William Penn, Pontiac, Oludah Equiano, George Whitefield, Roger Williams, John Winthrop, John Smith, John Rolfe, James Oglethorpe, Anne Hutchinson, Lord Baltimore). | | |
|  | **SS.5.G.1.5 Identify and locate the original thirteen colonies on a map of North America.**<br>Students will:  
- identify the original thirteen colonies of North America.  
- locate the original thirteen colonies on a map of North America. | | |
<table>
<thead>
<tr>
<th>Weeks</th>
<th>Benches/Learning Targets</th>
<th>Academic Language</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 2 – 13</td>
<td>SS.5.A.4.5 Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe. Students will: • discuss and identify the imports and exports of Africa, the West Indies, the British Colonies, and Europe. • identify on a map the primary locations of the Triangular Trade. • explain the importance of the Triangular Trade.</td>
<td>slave trade indentured servitude slavery Triangular Trade slave auctions imports exports pre-Columbian fur trade voluntary trade</td>
<td>Social Studies Alive! America’s Past Teachers’ Curriculum Institute (TCI) Lesson Guide Ch. 8 pp. 93-106 Student Edition Ch. 8 pp. 99 – 111 TCI Lessons and Assessments TCI Lessons and Assessments are located at <a href="http://www.teachtci.com">www.teachtci.com</a> ReadWorks John Brown’s Antislavery Raid: <a href="http://www.readworks.org/passages/john-browns-antislavery-raid">http://www.readworks.org/passages/john-browns-antislavery-raid</a></td>
</tr>
</tbody>
</table>

**Note:** Celebrate Veterans Day Holiday - November 11th.
<table>
<thead>
<tr>
<th>Weeks</th>
<th>Benchmarks/Learning Targets</th>
<th>Academic Language</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td>Nov. 16-20</td>
<td><strong>Weeks</strong> 13</td>
<td><strong>Volume</strong> academic language (voluntary trade)</td>
<td><strong>Social Studies Alive! America's Past</strong> Teachers' Curriculum Institute (TCI) Lesson Guide Ch. 9 pp. 107-122 Student Edition Ch. 9 pp. 113 – 131</td>
</tr>
</tbody>
</table>
| 14 & 15       | **SS.5.E.1.2 Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics. Students will:**  
- discuss and define the term, “market economy”.  
- discuss and identify examples of how the colonial and early American economy exhibited characteristics of a market economy.  
- discuss and explain how supply and demand work in a market economy.  | **Economic** (voluntary trade)                         | **TCI Lessons and Assessments** TCI Lessons and Assessments are located at [www.teachtci.com](http://www.teachtci.com) |
| Nov. 23-20    | **SS.5.E.1.3 Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States. Students will:**  
- discuss and identify inventions that made an impact on business productivity (e.g., Franklin stove, bifocals, double-sided needle, cotton gin, Turtle submarine, cotton mill).  | **Technological** (inventions)                         | CPALMS                                                                                       |
| American      | **SS.5.E.2.1 Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists. Students will:**  
- discuss the positive and negative effects voluntary trade had among Native Americans, European explorers, and colonists.  
- identify trade items that were exchanged by Native Americans, European explorers, and colonists.  | **Economic** (voluntary trade)                         |                                                                                              |
| History/Civic | **SS.5.C.2.2 Compare forms of political participation in the colonial period to today. Students will:**  
- discuss forms of political participation in the colonial period.  
- identify ways citizens participate in the political process today.  
- compare forms of political participation during the colonial period to forms of political participation today, focusing on who participates and how they participate.  | **Political** (voluntary trade)                        |                                                                                              |
| Economics     | **SS.5.A.4.4 Demonstrate an understanding of political, economic and social aspects of daily colonial life in the thirteen colonies. Students will:**  
- discuss the main industries and occupations of the thirteen colonies.  
- describe how governments developed in the thirteen colonies.  
- explain the role of religion in the thirteen colonies.  | **Political** (voluntary trade)                        |                                                                                              |
|               | **Note:** Thanksgiving Holiday (Begins End of Day) – November 24th                                                                                                                                                    |                                                        |                                                                                              |
# Unit 3: American History (The American Revolution)

## Pacing: 2\textsuperscript{nd} Nine Weeks

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Benchmarks/Learning Targets</th>
<th>Academic Language</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 16    | SS.5.A.5.1 Identify and explain significant events leading up to the American Revolution.  
- discuss the significance of the French and Indian War and its impact on England, the colonists, and Native Americans.  
- discuss and identify key events that led to the American Revolution (e.g., unresolved conflicts American colonists had with England).  
- discuss why American colonists protested against England and the colonists’ methods of protest.  
- summarize the significant events leading up the American Revolution (e.g., French and Indian War, the Stamp Act, the Townshend Acts, the Boston Massacre, the Boston Tea Party, the Coercive Acts, and Powder Alarms). | French and Indian War  
American Revolution | Social Studies Alive! America’s Past  
Teachers’ Curriculum Institute (TCI)  
Lesson Guide Ch. 10 pp. 123-134  
Student Edition Ch. 10 pp.133 – 141 |
| Dec. 7-11 | Winter Holiday (Begins End of Day) – December 18\textsuperscript{th}  
Review Chapters 9 - 10 | | ReadWorks  
A Very Messy Tea Party:  
http://www.readworks.org/passages/very-messy-tea-party |
| 17 | SS.5.A.5.2 Identify significant individuals and groups who played a role in the American Revolution.  
Students will:  
- discuss and identify political leaders of the American Revolution.  
- evaluate the impact that significant individuals and groups had on the American Revolution (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, John Adams, John Hancock, Crispus Attucks, Ben Franklin, Paul Revere, Patriots, Sons of Liberty, Daughters of Liberty, Continental Congress, James Armistead, Francis Marion). | Patriot  
Loyalist  
American Revolution  
independence  
decided | Some Laws are Intolerable:  
http://www.readworks.org/passages/some-laws-are-intolerable  
Safari Montage  
Liberty’s Kids: Boston Tea Party  
Liberty’s Kids: Intolerable Acts |
| Jan. 4-14 | SS.5.C.2.1 Differentiate political ideas of Patriots, Loyalists, and “undecideds” during the American Revolution.  
Students will:  
- compare and contrast the political philosophy of Patriots, Loyalists, and “undecideds.”  
- describe the political philosophy of American Patriots and why those ideas led them to declare independence from the British Empire.  
- examine the potential motivations behind the “undecideds” decision to avoid taking a side during the American Revolution. | | Social Studies Alive! America’s Past  
Teachers’ Curriculum Institute (TCI)  
Lesson Guide Ch. 11 pp. 135-146  
Student Edition Ch. 11 pp.147 – 155  
TCI Lessons and Assessments  
TCI Lessons and Assessments are located at www.teachtci.com  
Safari Montage  
Liberty’s Kids: New York, New York  
Liberty’s Kids: Liberty or Death |

Note: Celebrate Martin Luther King’s Birthday Holiday – January 18\textsuperscript{th}
### Unit 3: American History (The American Revolution)

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<td>20 Jan. 19-22</td>
<td><strong>SS.5.A.5.3 Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence.</strong>&lt;br&gt;Students will:&lt;br&gt;• discuss and explain the purpose of the Mayflower Compact and Declaration of Independence.&lt;br&gt;• discuss the significance of the Declaration of Independence to both the colonists and England.&lt;br&gt;• identify the motivation of Thomas Paine’s pamphlet, <em>Common Sense.</em>&lt;br&gt;• evaluate the impact of the Magna Carta, the English Bill of Rights, the Mayflower Compact, and <em>Common Sense</em> had in influencing the American independence.</td>
<td>Declaration of Independence&lt;br&gt;Mayflower Compact&lt;br&gt;<em>Common Sense</em>&lt;br&gt;Magna Carta&lt;br&gt;rights&lt;br&gt;Articles of Confederation&lt;br&gt;federal authority</td>
<td>Social Studies Alive! America’s Past&lt;br&gt;Teachers’ Curriculum Institute (TCI) Lesson Guide Ch. 12 pp. 147-158&lt;br&gt;Student Edition Ch. 12 pp.161 – 167&lt;br&gt;TCI Lessons and Assessments&lt;br&gt;TCI Lessons and Assessments are located at <a href="http://www.teachtci.com">www.teachtci.com</a>&lt;br&gt;Safari Montage&lt;br&gt;<em>Liberty’s Kids: Common Sense</em>&lt;br&gt;CPALMS</td>
</tr>
<tr>
<td>20 American History/ Civics</td>
<td><strong>SS.5.C.1.3 Explain the definition and origins of rights.</strong>&lt;br&gt;Students will:&lt;br&gt;• discuss and define the term, “natural rights,” as outlined by John Locke (e.g., natural rights to life, liberty, and property, rights that cannot be repealed or restrained by human laws).&lt;br&gt;• identify John Locke and analyze how this philosophy influenced ideas of the Declaration of Independence.&lt;br&gt;• discuss the rights citizens are born with, according to the Declaration of Independence.</td>
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<td><strong>SS.5.C.2.2 Compare forms of political participation in the colonial period to today.</strong>&lt;br&gt;Students will:&lt;br&gt;• discuss forms of political participation in the colonial period.&lt;br&gt;• identify ways citizens participate in the political process today.&lt;br&gt;• compare forms of political participation during the colonial period to forms of political participation today, focusing on who participates and how they participate.</td>
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<td><strong>SS.5.C.1.4 Identify the Declaration of Independence’s grievances and Articles of Confederation’s weaknesses.</strong>&lt;br&gt;Students will:&lt;br&gt;• discuss and describe the grievances against the English contained in the Declaration of Independence.&lt;br&gt;• analyze the weaknesses of the Articles of Confederation, specifically noting its limits to federal authority.&lt;br&gt;• identify powers the Articles of Confederation gave the state and the national governments.</td>
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<td>Weeks</td>
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| 21 Jan. 25-29 | **SS.5.A.5.4 Examine and explain the changing roles and impact of significant women during the American Revolution.**<br>Students will:  
- discuss a woman’s typical role during the American Revolution.  
- identify women who fought on the battlefield alongside men during the American Revolution.  
- identify and summarize women who made an impact in the American Revolution and explain their contributions to the war effort (e.g., Abigail Adams, Martha Washington, Phyllis Wheatley, Mercy Otis Warren, Molly Pitcher, Deborah Sampson, and Margaret Gage). | Battle of Saratoga  
Battle of Yorktown  
American Revolution  
foreign alliances  
battlefield                                                                 | **Social Studies Alive! America’s Past**<br>Teachers’ Curriculum Institute (TCI)<br>Lesson Guide Ch. 13 pp. 159-170<br>Student Edition Ch. 13 pp. 173-185 |
|            | **SS.5.A.5.5 Examine and compare major battles and military campaigns of the American Revolution.**<br>Students will:  
- identify and describe the effects of major battles of the American Revolution (e.g., Lexington and Concord, Saratoga, Yorktown, Savannah, Charleston, Trenton, Princeton, Bunker Hill).  
- explain why the Battle of Saratoga was a turning point in the American Revolution.  
- explain the significance of the Battle of Yorktown. |                                                                                   | **TCI Lessons and Assessments**<br>TCI Lessons and Assessments are located at [www.teachtci.com](http://www.teachtci.com) |
|            | **SS.5.A.5.6 Identify the contributions of foreign alliances and individuals to the outcome of the Revolution.**<br>Students will:  
- discuss the contributions that France made to the outcome of the American Revolution.  
- identify contributions that individuals from other countries made to the American Revolution (e.g., France, Spain, the Netherlands, Marquis de Lafayette, Bernardo de Galvez, Baron Friedrich von Steuben, and Casimir Pulaski).  
- explain why foreign alliances were important to the outcome of the American Revolution. |                                                                                   | **Safari Montage**<br>Liberty's Kids: Honor and Compromise<br>Liberty's Kids: Deborah Samson<br>Liberty's Kids: Bunker Hill |
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| 22    | **SS.5.G.3.1** Describe the impact that past natural events have had on human and physical environments in the U. S. through 1850.  
*Students will:*  
- explain how natural events can affect human and physical environments.  
- describe how long-term geological events, such as glacial movements or the formation of the Bering Land Bridge, impacted human movements in North America before 1850. | natural events  
geological events  
physical environments  
detours | Reading A-Z  
Severe Weather |
| Feb. 1-5 | **SS.5.G.4.2** Use geography concepts and skills, such as recognizing patterns, mapping, graphing, to find solutions for local, state or national problems.  
*Students will:*  
- identify and graph patterns of natural events on/from physical maps.  
- describe solutions for avoiding and preparing for natural events.  
- use mapping skills to find solutions to such problems as finding detours during road construction.  
*Note:* Participate in **Severe Weather Week**. | Treaty of Paris  
hardships  
Patriots  
Tories  
inflation | |
| 23    | **SS.5.A.5.7** Explain economic, military, and political factors which led to the end of the Revolutionary War.  
*Students will:*  
- discuss and explain the British southern strategy and how its failure led to the end of the war.  
- discuss the Treaty of Paris and what it meant for the colonists.  
- discuss the economics of the war for both England and the colonists.  
- summarize the economic, military, and political factors that led to the end of the Revolutionary War (e.g., foreign alliances, rising cost for England, Treaty of Paris).  
*Note:* Celebrate **Presidents' Day**, February 15th. | Social Studies Alive! America's Past  
Teachers’ Curriculum Institute (TCI)  
Student Edition Ch. 13 pp. 173-185  
Lesson Guide Ch. 13 pp. 159-170  
TCI Lessons and Assessments  
TCI Lessons and Assessments are located at www.teachtci.com  
**Safari Montage**  
Liberty's Kids: Honor and Compromise  
Liberty's Kids: Deborah Samson  
Liberty's Kids: Bunker Hill  
Liberty's Kids: Postmaster General Franklin | |
| Feb. 8-12 | **SS.5.A.5.8** Evaluate the personal and political hardships resulting from the American Revolution.  
*Students will:*  
- discuss and identify the effects the American Revolution had on families and individuals (both Patriots and Tories).  
- describe what life was like during the Revolutionary War for both soldiers and the families left at home.  
- explain how inflation affected the colonies during the American Revolution.  
- explain the political challenges colonists faced because of the American Revolution.  
- summarize the personal and political hardships resulting from the American Revolution (e.g., financing the war effort, wartime inflation, profiteering, loss of family and property, dissent within families and between colonies). | Treaty of Paris  
hardships  
Patriots  
Tories  
inflation | |
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</table>
| 24    | SS.5.C.1.2 Define a constitution, and discuss its purposes. Students will:  
- define the term, “constitution”.  
- discuss the purpose of a constitution and how it affects society in the United States. | Constitutional Convention  
Articles of Confederation  
grievances  
federal authority  
representation  
constitution  
society  
democracy | Social Studies Alive! America’s Past  
Teachers’ Curriculum Institute (TCI) Lesson Guide Ch. 14 pp. 171-182  
Student Edition Ch. 14 pp. 187 – 195  
TCI Lessons and Assessments  
TCI Lessons and Assessments are located at www.teachtci.com  
Safari Montage  
Liberty’s Kids: We the People  
CPALMS |
| Feb. 16-19 | SS.5.A.5.10 Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy. Students will:  
- explain how the issue of representation was resolved during the Constitutional Convention.  
- describe why some people opposed the new Constitution. | | |
| American History/ Civics | SS.5.C.1.1 Explain how and why the United States government was created. Students will:  
- identify and explain the powers the Articles of Confederation did and did not give Congress.  
- explain the goals of the Constitutional Convention.  
- describe the compromise made during the writing of the Constitution. | | |
| | SS.5.C.1.4 Identify the Declaration of Independence’s grievances and Articles of Confederation’s weaknesses. Students will:  
- discuss and describe the grievances against the English contained in the Declaration of Independence.  
- analyze the weaknesses of the Articles of Confederation, specifically noting its limits to federal authority.  
- identify powers the Articles of Confederation gave the state and the national governments. | | |
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<td>25</td>
<td>SS.5.C.3.4 Describe the amendment process as defined in Article V of the Constitution and give examples.</td>
<td>Articles of Confederation checks and balances legislative branch judicial branch executive branch republic Constitution European Exploration powers popular sovereignty rule of law separation of powers federalism individual rights Bill of Rights</td>
<td>Social Studies Alive! America’s Past Teachers’ Curriculum Institute (TCI) Lesson Guide Ch. 14 pp. 171-182 Student Edition Ch. 14 pp. 187 – 195 TCI Lessons and Assessments TCI Lessons and Assessments are located at <a href="http://www.teachtci.com">www.teachtci.com</a> Safari Montage Liberty's Kids: We the People</td>
</tr>
<tr>
<td>Feb. 22 – 26</td>
<td>SS.5.C.3.3 Give examples of powers granted to federal government and those reserved for the states. Students will: • discuss and identify examples of amendments that have been ratified and become part of the Constitution (e.g., Bill of Rights, 26th Amendment, and how the Constitution was designed to be changed). • explain why the writers of the Constitution included Article V into the document.</td>
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<td></td>
<td>SS.5.C.3.3 Give examples of powers granted to federal government and those reserved for the states. Students will: • discuss and identify powers granted to federal and state governments (i.e., coining money, declaring war, creating public schools, making traffic laws, education, postal service). • compare and contrast the powers granted to the federal government to the powers reserved for the state government.</td>
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<td>SS.5.C.3.1 Describe the organizational structure (legislative, executive, judicial branches) and powers of the federal government as defined in Articles, I, II, and III of the U.S. Constitution. Students will: • discuss and identify responsibilities of the legislative, executive, and judicial branches of the United States government as defined in Articles I, II, and III of the U.S. Constitution. • explain why the Constitution divided the federal government into three branches.</td>
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<td>SS.5.C.3.2 Explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and Bill of Rights. Students will: • discuss and define the terms popular sovereignty, rule of law, separation of powers, checks and balances, and federalism. • discuss why the Constitution and Bill of Rights were written to limit the powers of the federal government. • explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and Bill of Rights.</td>
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<td>26</td>
<td>Florida State Assessment (Writing)</td>
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<td>Feb. 26- Mar. 4</td>
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<td>Weeks</td>
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<td>27</td>
<td>SS.5.C.2.3 Analyze how the Constitution has expanded voting rights from our nation’s early history to today.</td>
<td>Bill of Rights amendments ratify due process prejudice civil Anti-Federalist Articles of Confederation federal system Federalist nationality sponsoring country motives dates routes of travel</td>
<td>Social Studies Alive! America’s Past Teachers’ Curriculum Institute (TCI) Lesson Guide Ch. 15 pp. 183-194 Student Edition Ch. 15 pp. 201 – 209 TCI Lessons and Assessments TCI Lessons and Assessments are located at <a href="http://www.teachtci.com">www.teachtci.com</a> ReadWorks Slavery, Civil War &amp; Reconstruction: <a href="http://www.readworks.org/passages/slavery-civil-war-reconstruction-reconstruction">http://www.readworks.org/passages/slavery-civil-war-reconstruction-reconstruction</a> Safari Montage Liberty's Kids: Honor and Compromise</td>
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<tr>
<td>Mar. 7-11</td>
<td>Civics</td>
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<td>SS.5.C.1.6 Compare Federalist and Anti-Federalist views of government.</td>
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<tr>
<td>Students will:</td>
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<tr>
<td>• discuss and identify the key components of the Anti-Federalist government that leaders set up under the Articles of Confederation.</td>
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<td>• discuss and identify the Anti-Federalists’ views on the role of state and national government.</td>
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<tr>
<td>• discuss and identify key components of a federal system of government as envisioned by the Federalists.</td>
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<tr>
<td>• compare and contrast the Federalist and Anti-Federalist views of government.</td>
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<td>SS.5.C.3.5 Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.</td>
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<td>Students will:</td>
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<tr>
<td>• discuss and identify rights granted citizens in the Bill of Rights (e.g., freedom of speech, freedom of religion, the right to assemble, right to a fair trial, and rights of the accused).</td>
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<tr>
<td>• discuss the importance of the Bill of Rights to United States citizens.</td>
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<td>Note: Students do not have to memorize the specific amendment number.</td>
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<td>SS.5.C.3.6 Examine the foundations of the United States legal system by recognizing the role of the courts in interpreting law and settling conflicts.</td>
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<tr>
<td>Students will:</td>
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<tr>
<td>• discuss and identify the judicial branch of government as the branch that interprets law and settles conflict.</td>
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<td>• discuss and identify the Supreme Court as the highest court in the United States.</td>
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<td>• discuss the role of concerns in the American legal system in settling conflicts.</td>
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<td>• explain the importance of having a judicial branch in the national government.</td>
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<td>SS.5.C.1.5 Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.</td>
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<td>Students will:</td>
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<tr>
<td>• discuss and define the meaning and purpose of the Bill of Rights.</td>
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<td>• explain the philosophical and practical concerns that led individuals to support or oppose the addition of a Bill of Rights to the Constitution.</td>
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<td>29-30 Mar. 28-Apr. 8</td>
<td>Review Constitution and Bill of Rights, Chapters 14 and 15</td>
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<td>CPALMS</td>
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<td>31 Apr. 11-15</td>
<td>Florida State Assessment (Reading &amp; Math)</td>
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<td>32 Apr. 18-22</td>
<td>FCAT 2.0 Science</td>
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| 33 Apr. 25-29 | **SS.5.A.6.7 Discuss the concept of Manifest Destiny.**  
Students will:  
- discuss Manifest Destiny and evaluate its impact on United States society.  
- discuss and identify the ways that the United States spread across the entire North American continent from east to west.**  
**SS.5.A.5.9 Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787).**  
Students will:  
- describe the impact land policies developed under the Confederation Congress had on American settlers and Native Americans.  
- discuss the reasons the Confederation Congress made slavery against the law in the Northwest Territory when it was legal in some of the original thirteen states.  
- summarize the impact and significance of land policies developed under the Confederation Congress.**  
**SS.5.A.6.1 Describe the causes and effects of the Louisiana Purchase.**  
Students will:  
- discuss and identify reasons why the United States was interested in North American territory controlled by France.  
- identify the key countries and individuals involved in the Louisiana Purchase.  
- explain the effects of the Louisiana Purchase on the United States.**  
**SS.5.A.6.2 Identify roles and contributions of significant people during the period of westward expansion.**  
Students will:  
- discuss and explain the purpose and expectations for Lewis and Clark on their western expedition.  
- describe Tecumseh’s contributions to the Native American nations.  
- summarize the roles and contributions of significant people during the period of westward expansion (e.g., Meriwether Lewis, William Clark, Sacagawea, York, Thomas Jefferson, Andrew Jackson, Tecumseh, Jean Baptiste Point du Sable.** | Manifest Destiny territories  
extpedition  
Louisiana Purchase  
Confederation Congress  
Northwest Ordinance  
Northwest Territory  
land policies  
westward expansion | Social Studies Alive! America’s Past  
Teachers’ Curriculum Institute (TCI)  
Lesson Guide Ch. 16 pp. 195-208  
Student Edition Ch. 16 pp. 215 - 225  
ReadWorks  
Westward Expansion – The Oregon Trail  
http://www.readworks.org/passages/westward-expansion-oregon-trail  
Introduction to Westward Expansion  
http://www.readworks.org/passages/westward-expansion-introduction-westward-expansion |
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<td>34</td>
<td>SS.5.A.6.4 Explain the importance of the explorations west of the Mississippi River. &lt;br&gt;Students will: &lt;br&gt;- discuss the purpose of Lewis and Clark’s expedition to the west. &lt;br&gt;- discuss the importance of finding water sources in areas west of the Mississippi River. &lt;br&gt;- examine how exploring land west of the Mississippi River led to the continued expansion and settlement of the U.S. &lt;br&gt;- identify and track the trails settlers used to read the west coast of North America. &lt;br&gt;- summarize the importance of the explorations west of the Mississippi River for the United States government (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont, the Mormon migration, the Forty-niners, and the Oregon Trail).</td>
<td>expedition&lt;br&gt;War of 1812&lt;br&gt;westward expansion&lt;br&gt;Indian Removal Act&lt;br&gt;Trail of Tears&lt;br&gt;push-pull factors&lt;br&gt;economy&lt;br&gt;natural hazards&lt;br&gt;tourism&lt;br&gt;climate&lt;br&gt;physical features&lt;br&gt;boundary changes</td>
<td>Social Studies Alive! America’s Past&lt;br&gt;Teachers’ Curriculum Institute (TCI) Lesson Guide Ch. 16 pp. 195-208&lt;br&gt;Student Edition Ch. 16 pp. 215 - 225</td>
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<tr>
<td>May 2-6</td>
<td>SS.5.A.6.5 Identify the causes and effects of the War of 1812. &lt;br&gt;Students will: &lt;br&gt;- discuss and identify the causes of the War of 1812. &lt;br&gt;- discuss and identify the effects the War of 1812 had on the Native Americans, the United States, and England (e.g., nationalism, neutrality in trade, impressment, border forts).</td>
<td></td>
<td>TCI Lessons and Assessments&lt;br&gt;TCI Lessons and Assessments are located at <a href="http://www.teachtci.com">www.teachtci.com</a></td>
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<tr>
<td>May 2-6</td>
<td>SS.5.A.6.6 Explain how westward expansion affected Native Americans. &lt;br&gt;Students will: &lt;br&gt;- discuss the intent of the Indian Removal Act. &lt;br&gt;- discuss the consequences of the Indian Removal Act. &lt;br&gt;- discuss the Trail of Tears and the meaning behind its name. &lt;br&gt;- summarize how westward expansion affected the lives of Native Americans.</td>
<td></td>
<td>ReadWorks&lt;br&gt;James Madison - <a href="http://www.readworks.org/passages/us-presidents-james-madison">http://www.readworks.org/passages/us-presidents-james-madison</a></td>
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<tr>
<td>American History</td>
<td>SS.5.G.2.1 Describe the push-pull factors (economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the United States. &lt;br&gt;Students will: &lt;br&gt;- discuss and identify factors that led to states’ current boundaries, focusing on a variety of push-pull factors. &lt;br&gt;- discuss how the Appalachian Mountains created a natural barrier for early Americans. &lt;br&gt;- summarize how territories became states.</td>
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<td>35</td>
<td>SS.5.A.6.4 Explain the importance of the explorations west of the Mississippi River. &lt;br&gt;Students will: &lt;br&gt;• discuss the purpose of Lewis and Clark’s expedition to the west. &lt;br&gt;• discuss the importance of finding water sources in areas west of the Mississippi River. &lt;br&gt;• examine how exploring land west of the Mississippi River led to the continued expansion and settlement of the U.S. &lt;br&gt;• identify and track the trails settlers used to read the west coast of North America. &lt;br&gt;• summarize the importance of the explorations west of the Mississippi River for the United States government (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont, the Mormon migration, the Forty-niners, and the Oregon Trail).</td>
<td>expansion expedition exploration settlement</td>
<td>Social Studies Alive! &lt;br&gt;America’s Past &lt;br&gt;Teachers’ Curriculum Institute (TCI) &lt;br&gt;Lesson Guide Ch. 17 pp. 209-220 &lt;br&gt;Student Edition Ch. 17 pp. 231 - 245</td>
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<tr>
<td><strong>May 9-13</strong></td>
<td><strong>American History</strong>&lt;br&gt;</td>
<td></td>
<td>TCI Lessons and Assessments &lt;br&gt;TCI Lessons and Assessments are located at <a href="http://www.teachtci.com">www.teachtci.com</a></td>
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<td>36</td>
<td>SS.5.A.6.9 Describe the hardships of settlers along the overland trails to the west. &lt;br&gt;Students will: &lt;br&gt;• discuss and describe the geographic features and hardships the settlers experienced as they traveled on the overland trails to the west. &lt;br&gt;• describe the lifestyle on the wagon trail (e.g., how settlers traveled, types of shelter, food preparation, and dangers).</td>
<td>geographic features hardships wagon trail transportation advancements</td>
<td>Social Studies Alive! &lt;br&gt;America’s Past &lt;br&gt;Teachers’ Curriculum Institute (TCI) &lt;br&gt;Lesson Guide Ch. 17 pp. 209-220 &lt;br&gt;Student Edition Ch. 17 pp. 231 - 245</td>
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<td><strong>May 16-20</strong></td>
<td><strong>American History</strong>&lt;br&gt;</td>
<td></td>
<td>TCI Lessons and Assessments &lt;br&gt;TCI Lessons and Assessments are located at <a href="http://www.teachtci.com">www.teachtci.com</a></td>
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<td>36</td>
<td>SS.5.A.6.3 Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication. &lt;br&gt;Students will: &lt;br&gt;• discuss 19th-century advancements in transportation and communication (e.g., canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads). &lt;br&gt;• discuss and identify 19th-century advances in transportation and communication (e.g., steamboats, railroads, Pony Express, telegraph). &lt;br&gt;• summarize how 19th-century advancements contributed toward westward expansion.</td>
<td></td>
<td>Social Studies Alive! &lt;br&gt;Westward Expansion – The California Gold Rush &lt;br&gt;<a href="http://www.readworks.org/passages/westward-expansion-california-gold-rush">http://www.readworks.org/passages/westward-expansion-california-gold-rush</a></td>
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<td>Safari Montage &lt;br&gt;Lewis &amp; Clark &lt;br&gt;West: Empire Upon the Trails, The American Frontier, The Lewis &amp; Clark &lt;br&gt;How the USA Grew: 13 Colonies to 50 States &lt;br&gt;Manifest Destiny and Westward Expansion Suffrage Movements and Winning the Right to Vote</td>
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<tr>
<td>Weeks</td>
<td>Benchmarks/Learning Targets</td>
<td>Academic Language</td>
<td>Resources</td>
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<td>May 23-</td>
<td><strong>SS.5.A.6.5 Identify the causes and effects of the War of 1812.</strong> Students will:</td>
<td><strong>Missouri Compromise</strong></td>
<td><strong>Social Studies Alive!</strong></td>
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<tr>
<td>37-39</td>
<td>• discuss and identify the causes of the War of 1812.</td>
<td><strong>Congress</strong></td>
<td><strong>America’s Past</strong></td>
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<td>• discuss and identify the effects the War of 1812 had on the Native Americans, the United</td>
<td></td>
<td><strong>Teachers’ Curriculum Institute (TCI)</strong></td>
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<td>States, and England (e.g., nationalism, neutrality in trade, impressment, border forts).</td>
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<td><strong>Lesson Guide Ch. 18 pp. 221-234</strong></td>
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<td><strong>SS.5.A.6.8 Describe the causes and effects of the Missouri Compromise.</strong> Students will:</td>
<td></td>
<td><strong>Student Edition Ch. 18 pp. 247 – 255</strong></td>
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<tr>
<td>American</td>
<td>• identify causes and effects of the Missouri Compromise.</td>
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<td><strong>TCI Lessons and Assessments</strong></td>
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<td>History</td>
<td>• identify the issues Congress debated when they created the Missouri Compromise.</td>
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<td><strong>TCI Lessons and Assessments are located at</strong></td>
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<td>Note: Celebrate <strong>Memorial Day Holiday, May 30th.</strong></td>
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<td><strong><a href="http://www.teachtci.com">www.teachtci.com</a></strong></td>
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<td><strong>CPALMS</strong></td>
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