

Course Name:		5th Grade Social Studies	
Description:	An in depth overview of US History		
Academic Standards:	National Curriculum Standards for Social Studies (NCSS)		
Units:	Unit Length:		
Settling the Americas	1 Quarter - 20 class periods	<p>I can explain how natural resources and physical features have affected settlement in the United States.</p> <p>I can define economic language I can describe how different cultures have unified United States citizens.</p> <p>I can label/create a map of the United States identifying major cities, physical features, etc. using physical and digital resources.</p> <p>I can identify how economic activity affect people's behavior.</p>	<p>Unit Outcomes:</p> <p>During this unit, students will explore and develop an understanding of the Early Settlers including Native Americans and Explorers and Colonial Life. Students will identify the effects of settlement and exploration in the US and explain what influenced the development of the economy. They will also explore the hardships and developments during colonial times and understand how the colonies were separated.</p> <p>During this unit, students will build a deeper understanding of the American Revolution including the causes, the challenges, and the impact on the country after the war. Students will then learn how the US government was established, the components of government, and the effects on the economy. Students will also identify and describe the impact of the Industrial Revolution and explain the different inventions that impacted our economy during this time. Finally, students will research a US President and learn the background information, influence, and important facts about their given President.</p>
A New Nation	1 Quarter - 20 class periods	<p>I can identify and describe examples of tensions and conflict between and within individuals and groups.</p> <p>I can identify how groups of people and government can help or hurt the common good.</p> <p>I can analyze primary and secondary sources from history (point of view).</p> <p>I can explain the fundamental values of democracy (common good, liberty, justice, individual dignity...).</p> <p>I can demonstrate how science and technology positively or negatively affect society.</p> <p>I can explain how historical events have influenced the United States.</p>	<p>During this unit, students will discuss slavery and the Civil War. Students will describe and identify the events that led up to the war, the challenges during the war, and impact on the country after the war. Students will then learn about Westward Expansion and will identify the inventions that impacted the economy and supported the expansion. Finally, students will be assigned a state to research. Students will find information about their given state such as symbols, years of statehood, government, economy, and how the state influences the country as a whole.</p>
Slavery & Westward Expansion	1 Quarter - 20 class periods	<p>I can identify and describe examples of tensions and conflict between and within individuals and groups.</p> <p>I can describe how multiculturalism has divided and united the people of the United States.</p> <p>I can explain how historical events have influenced the United States.</p> <p>I can analyze civic concepts and ideals I can explain how natural resources and physical features have affected settlement in the United States.</p> <p>I can label/create a map of the United States identifying major cities, physical features, etc. using physical and digital resources .</p> <p>I can identify how economic activity affect people's behavior I can use charts, maps, and graphs to interpret data and answer questions .</p> <p>I can analyze primary and secondary sources from history (point of view).</p>	<p>During this unit, students will discuss slavery and the Civil War. Students will describe and identify the events that led up to the war, the challenges during the war, and impact on the country after the war. Students will then learn about Westward Expansion and will identify the inventions that impacted the economy and supported the expansion. Finally, students will be assigned a state to research. Students will find information about their given state such as symbols, years of statehood, government, economy, and how the state influences the country as a whole.</p>

<p>A New Century &amp; Current Events</p>	<p>1 Quarter - 20 class periods</p>	<p>I can identify how groups of people, members of more than one group, and/or government can help or hurt the common good.                      I can explain how historical events have influenced the United States.                      I can demonstrate how science and technology positively or negatively affect society.                      I can describe how multiculturalism has divided and united the people of the United States.                      I can explain the fundamental values of democracy (common good, liberty, justice, individual dignity...).                      I can identify and describe examples of tensions and conflict between and within individuals and groups.</p>	<p>During this unit, students will learn about and analyze the impact of several wars. The unit will begin with exploring World War I and World War II. Students will learn about the Great Depression and discuss the influence it had on our economy. Next, students will discuss the challenges and inequities of segregation. Students will then learn about the Civil Rights Act and the people influenced and supported by the Act. Finally, students will complete the unit learning about current challenges including the aftermath of 9/11, terrorism, and the influence of technology on our society.</p>
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<p><b>Unit Name:</b> Settling the Americas- Native Americans- American Revolution</p> <p><b>Standards:</b>          I can explain how natural resources and physical features have affected settlement in the United States.          I can define economic language.          I can describe how different cultures have unified United States citizens.          I can label/create a map of the United States identifying major cities, physical features, etc. using physical and digital resources.          I can identify how economic activity affect people's behavior.</p> <p><b>Essential Questions:</b>          How does the exploration and colonization of US influence our daily life today?          How does the geography of the US affects its economy?          How do people adapt to where they live?</p>	<p><b>Length:</b> 1 quarter- approx. 20 class periods</p> <p><b>Outcomes:</b> During this unit, students will explore and develop an understanding of the Early Settlers including Native Americans and Explorers and Colonial Life. Students will identify the effects of settlement and exploration in the US and explain what influenced the development of the economy. They will also explore the hardships and developments during colonial times and understand how the colonies were separated.</p> <p><b>Learning Targets:</b>          Students will create a map identifying the different US regions.          Students will explain the economic influences during colonial times.          Students will identify explorers and their cultural impact.          Students will explain the rules of colonial government.</p>
<p><b>Topic 1:</b> Native Peoples of North America</p> <p><b>Standard(s):</b>          I can explain how natural resources and physical features have affected settlement in the United States.          I can define economic language.</p> <p><b>Lesson Frame:</b> US History introduction</p> <p><b>Lesson Frame:</b> US Regions &amp; Native Peoples</p>	<p><b>Length:</b> 5 class periods</p> <p><b>Academic Vocabulary:</b> economy, supply &amp; demand, artifact, culture, census, climate, adobe, slash and burn</p> <p>I can define economic language (such as supply and demand).          I can explain the purpose of a census.          I can explain how natural resources and physical features have affected settlement in the United States.          I can identify and describe key characteristics of Native Peoples.          I can identify and define the regions of the US.</p>
<p><b>Performance Tasks:</b>          Museum Artifact Project          US Regions map/drawing (rubric)</p>	<p><b>Notes:</b>          Review group projects, expectations, rubrics, and group participation</p>
<p><b>Topic 2:</b> Exploration of America</p> <p><b>Standard(s):</b>          I can describe how different cultures have unified United States citizens.          Lesson Frame: Spanish Exploration</p> <p><b>Lesson Frame:</b> European Exploration (French &amp; English)</p>	<p><b>Length:</b> 5 class periods</p> <p><b>Academic Vocabulary:</b> barter, merchant, navigation, latitude, longitude, expedition, conquistador, missionary, Northwest Passage, import/export, voyageur</p> <p>I can explain the rules and purpose of exploration.          I can analyze the Spanish culture and the impact of the Spanish culture on US.          I can explain the effect Spanish Explorers had on the Native American empire.</p>
<p><b>Lesson Frame:</b> European Exploration (French &amp; English)</p>	<p>I can explain how the search for the Northwest Passage affected people.          I can analyze France's relationship with Native Americans and how that impacted colonization.          I can identify the challenges English settlers faced.</p>

Performance Tasks: Written Assessment	Notes:
Topic 3: Colonial America Standard(s): I can label/create a map of the United States identifying major cities, physical features, etc. using physical and digital resources. I can identify how economic activity affect people's behavior.	Length: 10 class periods Academic Vocabulary: common, plantation, apprentice, Great Awakening, slave codes, triangular trade, Middle Passage, industry
Lesson Frame: Colonial Regions	I can identify and create a map explaining the key characteristics of the 3 different sections of colonies. I can compare and contrast the different colonies.
Lesson Frame: Colonial Life	I can analyze how values shaped colonial life. I can explain why there was a need for slavery.
Lesson Frame: Colonial Economy & Government	I can explain and identify the economic needs that affected colonial life. I can define what influenced the development of colonial economies.
Performance Tasks: Persuasive Colonial Poster Written Assessment	Notes: read historical fiction read aloud

<p><b>Unit Name: A New Nation- American Revolution-Industrial Revolution</b></p> <p><b>Standards:</b>          I can identify and describe examples of tensions and conflict between and within individuals and groups.          I can identify how groups of people and government can help or hurt the common good.          I can analyze primary and secondary sources from history (point of view).          I can explain the fundamental values of democracy (common good, liberty, justice, individual dignity...).          I can demonstrate how science and technology positively or negatively affect society.          I can explain how historical events have influenced the United States.</p> <p><b>Essential Questions:</b>          Why do people take risks?          What causes a society to grow?</p>	<p><b>Length: 1 quarter- approx. 20 class periods</b></p> <p>Outcomes: During this unit, students will build a deeper understanding of the American Revolution including the causes, the challenges, and the impact on the country after the war. Students will then learn how the US government was established, the components of government, and the effects on the economy. Students will also identify and describe the impact of the Industrial Revolution and explain the different inventions that impacted our economy during this time. Finally, students will research a US President and learn the background information, influence, and important facts about their given President.</p> <p><b>Learning Targets:</b>          Students will identify the key players in the American Revolution.          Students will list strengths and weaknesses between the British and American Armies.          Students will identify the three branches of government and their roles.          Students will research a US President to learn background information, influences, and important facts.          Students will explain the impact the Industrial Revolution had on the economy.</p>
<p><b>Topic 1: Struggle for North America</b></p> <p><b>Standard(s):</b>          I can identify and describe examples of tensions and conflict between and within individuals and groups.          I can identify how groups of people and government can help or hurt the common good.</p> <p><b>Lesson Frame:</b> The French</p> <p><b>Lesson Frame:</b> The British</p> <p><b>Lesson Frame:</b> The Revolution</p> <p><b>Lesson Frame:</b> The War Ends</p>	<p><b>Length: 7 class periods</b></p> <p><b>Academic Vocabulary:</b> territory, French &amp; Indian War, Treaty of Paris, Proclamation of 1763, Stamp Act, boycott, Continental Army, Declaration of Independence, Patriot, Loyalist, Treaty of Alliance, Treaty of Paris 1783</p> <p>I can explain how France's control of the Mississippi River affected settlement.          I can explain how the French and Indian War changed the colonies.          I can identify what caused the colonist to unite against Great Britain.          I can explain the causes of the American Revolution.          I can explain the significance of the Second Continental Congress and the Declaration of Independence.          I can compare and contrast the strengths and weakness of the British and American Armies.          I can analyze primary and secondary sources from history.          I can explain how the Patriots won the war.          I can analyze the effect the Revolution had on America.</p>

<p>Performance Tasks: Written Assessment</p>	<p>Notes: Build off of 4th grade writing project</p>
<p><b>Topic 2: A New Nation and Industrial Revolution</b></p>	
<p>Standard(s): I can analyze primary and secondary sources from history (point of view). I can explain the fundamental values of democracy (common good, liberty, justice, individual dignity...) I can demonstrate how science and technology positively or negatively affect society.</p>	<p>Length: 7 class periods Academic Vocabulary: Articles of Confederation, legislature, Supreme Court, Bill of Rights, amendment, pioneer, Industrial Revolution, cotton gin, interchangeable parts, steam engine, Trail of Tears, wagon train, Gold Rush</p>
<p>Lesson Frame: A New Government &amp; Constitution</p>	<p>I can analyze primary and secondary sources from history. I can identify the problems that the government faced after the Revolution. I can explain why the US Constitution is a powerful document . I can identify the three branches of government and explain the roles for each. I can explain the meaning of the ten Bill of Rights. I can explain the fundamental values of democracy.</p>
<p>Lesson Frame: Industrial Revolution</p>	<p>I can analyze how the expansion of the US affected North America. I can explain how the Industrial Revolution changed people's lives. I can identify the impact the Industrial Revolution had on the economy. I can analyze the impact of the new science and technologies used during the Industrial Revolution.</p>
<p>Performance Tasks: Constitution Project, Bill of Rights Argument paper, Written Assessment</p>	<p>Notes:</p>
<p><b>Topic 3: US Presidents</b></p>	
<p>Standard(s): I can explain how historical events have influenced the United States I can analyze primary and secondary sources from history (point of view) I can explain the fundamental values of democracy (common good, liberty, justice, individual dignity...)</p>	<p>Length: 7 class periods Academic Vocabulary: Commander in Chief, Executive, election, campaign, inauguration, veto, White House, Washington DC, Air Force One, Vice President, Ambassador,</p>
<p>Lesson Frame: Presidential Expectations and History</p>	<p>I can analyze primary and secondary sources from history. I can identify the criteria needed to become a US President. I can explain the impact a President can have on the country.</p>
<p>Lesson Frame: Presidential Research</p>	<p>I can research a US President to learn background and historical information. I can identify the impact a US President can have on the economy and foreign relations. I can name US Presidents and verbalize the number of presidents there have been.</p>

Performance Tasks:  
President Research Project and Presentation (rubric)

Notes:

<p>Unit Name: Slavery and Westward Expansion</p> <p>Standards:  I can identify and describe examples of tensions and conflict between and within individuals and groups.  I can describe how multiculturalism has divided and united the people of the United States.  I can explain how historical events have influenced the United States.  I can analyze civic concepts and ideals.  I can explain how natural resources and physical features have affected settlement in the United States.  I can label/create a map of the United States identifying major cities, physical features, etc. using physical and digital resources.  I can identify how economic activity affect people's behavior.  I can use charts, maps, and graphs to interpret data and answer questions.  I can analyze primary and secondary sources from history (point of view).</p> <p>Essential Questions:  What are some things people are willing to fight for and why are they willing to fight?  How does technology change people's lives?  How did Westward Expansion impact our lives today?</p>	<p>Length: 1 quarter- approx. 20 class periods</p> <p>Outcomes: During this unit, students will discuss slavery and the Civil War. Students will describe and identify the events that led up to the war, the challenges during the war, and impact on the country after the war. Students will then learn about Westward Expansion and will identify the inventions that impacted the economy and supported the expansion. Finally, students will be assigned a state to research. Students will find information about their given state such as symbols, years of statehood, government, economy, and how the state influences the country as a whole.</p>
	<p>Learning Targets:  Students will participate in an online learning experience to explore the Underground Railroad.  Students will analyze primary and secondary sources from history.  Students will explain the challenges and outcomes of westward expansion (Oregon Trail, Gold Rush).  Students will define the inventions that supported the westward expansion movement.  Students will create maps to identify states and landforms.  Students will research a state to find specific information.</p>
<p>Topic 1: Slavery &amp; Civil War</p>	<p>Length: 7 class periods</p>
<p>Standard(s):  I can identify and describe examples of tensions and conflict between and within individuals and groups.  I can describe how multiculturalism has divided and united the people of the United States.  I can explain how historical events have influenced the United States.  I can analyze civic concepts and ideals.</p>	<p>Academic Vocabulary: slave state, free state, Missouri Compromise, abolitionists, secede, Civil War, Anaconda Plan, total war, Emancipation Proclamation, Gettysburg Address, assassination, Reconstruction, black codes, segregation, Jim Crow laws,</p>
<p>Lesson Frame: Slavery in US</p>	<p>I can explain how the South affected the nation's economy and politics.  I can explain the reasons the nation was divided because of slavery.  I can define the Underground Railroad and identify key players who supported it.</p>
<p>Lesson Frame: Civil War</p>	<p>I can identify the wartime challenges that divided the nation.  I can list the strengths and weaknesses between the Confederate and Union Armies.  I can explain the Confederate war plan.  I can explain how the Civil War influenced the economy.</p>
<p>Lesson Frame: Reconstruction</p>	<p>I can explain how the end of the Civil War changed the US.  I can explain how the South changed after the Civil War.</p>

<p>Performance Tasks: Scholastic Underground Railroad Journey, Written Assessment, Union v. Confederate project</p>	<p>Notes: read historical fiction read aloud</p>
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<p>Topic 2: Westward Expansion Standard(s): I can explain how natural resources and physical features have affected settlement in the United States. I can label/create a map of the United States identifying major cities, physical features, etc. using physical and digital resources. I can identify how economic activity affect people's behavior.</p>	<p>Length: 7 class periods Academic Vocabulary: transcontinental railroad, reservation, property rights, monopoly, corporation, labor union, strike, slum, commute, Spanish-American War,</p>
<p>Lesson Frame: Settling the West</p>	<p>I can explain how westward expansion changed the US. I can identify the key inventions that drove westward expansion.</p>
<p>Lesson Frame: People moving West</p>	<p>I can analyze the influence the Plains Wars had on Native Americans. I can describe the affect natural resources and physical features had on westward expansion.</p>
<p>Lesson Frame: Growing economy</p>	<p>I can explain how inventions influenced the economy. I can analyze how science and technology affected American life. I can explain how the population growth impacted daily life.</p>
<p>Lesson Frame: New Territories and States</p>	<p>I can identify how the US gained power and control to move west. I can create a map that includes states and major landforms.</p>
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<p>Performance Tasks: Written assessments, invention brochure</p>	<p>Notes:</p>
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<p>Topic 3: 50 States Project Standard(s): I can use charts, maps, and graphs to interpret data and answer questions. I can analyze primary and secondary sources from history (point of view).</p>	<p>Length: 7 class periods Academic Vocabulary: population, symbols, governor, borders, landforms, motto, attractions</p>
<p>Lesson Frame: Regions/Climate</p>	<p>I can create a map using physical and digital resources. I can identify the regions and key characteristics to define each region.</p>
<p>Lesson Frame: State Research</p>	<p>I can research a state to find information such as: symbols, statehood, borders, government, economy, attractions, and impact on the country as a whole.</p>
<p>Performance Tasks: Map assessment State Research project (rubric)</p>	<p>Notes: read historical fiction read aloud (Oregon Trail)</p>

<p><b>Unit Name:</b> A New Century &amp; Current Events</p> <p><b>Standards:</b>  I can identify how groups of people, members of more than one group, and/or government can help or hurt the common good.  I can explain how historical events have influenced the United States.  I can demonstrate how science and technology positively or negatively affect society.  I can describe how multiculturalism has divided and united the people of the United States.  I can explain the fundamental values of democracy (common good, liberty, justice, individual dignity...)  I can identify and describe examples of tensions and conflict between and within individuals and groups.</p> <p><b>Essential Questions:</b>  How does a nation protect its freedom?</p>	<p><b>Length:</b> 1 quarter- approx. 20 class periods</p> <p><b>Outcomes:</b> During this unit, students will learn about and analyze the impact of several wars. The unit will begin with exploring World War I and World War II. Students will learn about the Great Depression and discuss the influence it had on our economy. Next, students will discuss the challenges and inequities of segregation. Students will then learn about the Civil Rights Act and the people influenced and supported by the Act. Finally, students will complete the unit learning about current challenges including the aftermath of 9/11, terrorism, and the influence of technology on our society.</p> <p><b>Learning Targets:</b>  Students will identify key players in the major wars and the causes for the wars.  Students will analyze the aftermath of the wars and the impact each on on the economy.  Students will discuss the inequalities of segregation and the impact of the Civil Rights Act.  Students will learn about 9/11 and other terrorist attacks.  Students will discuss the current challenges with technology.</p>
<p><b>Length:</b> 7 class periods</p>	
<p><b>Topic 1:</b> World Wars</p> <p><b>Standard(s):</b>  I can identify how groups of people, members of more than one group, and/or government can help or hurt the common good.  I can explain how historical events have influenced the United States.  I can demonstrate how science and technology positively or negatively affect society.</p> <p><b>Lesson Frame:</b> World War I</p>	<p><b>Academic Vocabulary:</b> reform, League of Nations, World War I, World War II, Great Depression, suffrage, assembly line, stock, dictator, ration, concentration camp, communism, arms race, era,</p> <p>I can explain how US gained power after WWI.  I can identify the key players in WWI and the reason for the war.  I can define Roosevelt's Square Deal and its impact on the country.</p>
<p><b>Lesson Frame:</b> Great Depression &amp; Roaring 20s</p>	<p>I can identify the economic and political changes that affected American freedom.  I can explain the meaning of the "Roaring 20's".  I can analyze the impact of the economy crash and great drought.</p>
<p><b>Lesson Frame:</b> World War II</p>	<p>I can identify the key players in WWII and the reason for the war.  I can explain how WWII affected the US.</p>
<p><b>Lesson Frame:</b> The Cold War</p>	<p>I can identify the key players in the Cold War and the reason for the war.  I can explain how science and technology advances influenced the war.</p>
<p><b>Performance Tasks:</b>  War Slides project, propaganda posters, written assessment</p>	<p><b>Notes:</b></p>
<p><b>Length:</b> 7 class periods</p>	

<p>Standard(s): I can describe how multiculturalism has divided and united the people of the United States. I can explain the fundamental values of democracy (common good, liberty, justice, individual dignity...).</p>	<p>Academic Vocabulary: Civil Rights Act, prejudice, Voting Rights Act, ADA, Martin Luther King Jr., boycott</p>
<p>Lesson Frame: Segregation</p>	<p>I can explain how the fundamental values of democracy changed after the Civil Rights Act was passed. I can analyze the issues of equality and the impact it had on the US. I can compare and contrast rights for White and African American peoples. I can explain the purpose and result of the March on Washington.</p>
<p>Lesson Frame: March on Washington</p>	<p>I can identify the groups who fought for rights. I can analyze how the Civil Rights Acts divided and united the people of the US.</p>
<p>Performance Tasks: Written Assessment, Segregation project reflection paper</p>	<p>Notes: check on White Privilege website for resources</p>
<p>Topic 3: Terrorism &amp; Today</p>	
<p>Standard(s): I can identify and describe examples of tensions and conflict between and within individuals and groups. I can explain how historical events have influenced the United States. I can demonstrate how science and technology positively or negatively affect society.</p>	<p>Length: 7 class periods Academic Vocabulary: terrorism, interdependence, North American Free Trade Agreement, global warming, hackers, ISIS, Al Qaeda, TSA, immigration, Paris agreement,</p>
<p>Lesson Frame: 9/11</p>	<p>I can identify the key players of 9/11 and explain what happened during the attack. I can analyze the challenges the US now faces due to 9/11.</p>
<p>Lesson Frame: Current Terrorism</p>	<p>I can describe the challenges of terrorism for the US and Globally.</p>
<p>Lesson Frame: Modern Day Challenges</p>	<p>I can identify current challenges such as technology, global warming, and over population. I can analyze ways to support current challenges.</p>
<p>Performance Tasks: written assessment, Current events project (rubric)</p>	<p>Notes: will need to build this up more since book stops at 2007</p>

September Unit 1	October Unit 1	November Unit 1/Unit 2	December Unit 2	January Unit 2	February Unit 3	March Unit 3	April Unit	May	June Unit 4
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