



FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES
"Building a Better Future for Every Child - Every Day!"
Summer 2013

Subject Content: Social Studies Grade 5

Indicates the Curriculum Map

Weeks 1 – 3	Weeks 4 – 6
<p align="center">Unit/Topic Geography Skills</p>	<p align="center">Unit/Topic Geography/Historical Perspective: Age of Exploration</p>
<p>SS-05-4.1.1</p> <p>Students will use geographic tools (e.g., maps, charts, graphs) to identify natural resources and other physical characteristics (e.g., major landforms, major bodies of water, weather, climate, roads, bridges) and analyze patterns of movement and settlement in the United States.</p> <p align="right">DOK 3</p>	<p>SS-05-5.1.1</p> <p>Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, maps, timelines) to describe significant events in the history of the U.S. and interpret different perspectives.</p> <p align="center">DOK 3</p>
<p>SS-05-4.1.2</p> <p>Students will use geographic tools to locate and describe major landforms, bodies of water, places and objects in the United States by their absolute location.</p> <p align="right">DOK 2</p>	
<p><i>SS-05-4.1.3</i></p> <p><i>Students will describe how different factors (e.g. rivers, mountains) influence where human activities were/are located in the United States.</i></p>	
	<div style="border: 1px solid black; padding: 10px;"> <p>SS-05-5.2.3</p> <p>Students will compare change over time (Colonization, Industrialization, Twentieth Century to Present) in communication, technology, transportation and education.</p> <p align="right">DOK 3</p> </div>

SS-05-4.1.4

Students explain how factors in one location can impact other locations (e.g., natural disasters, building dams).

SS-05-4.3.1

Students will explain patterns of human settlement in the early development of the United States and explain how these patterns were influenced by physical characteristics (e.g., climate, landforms, and bodies of water).

DOK 2

SS-05-4.3.2

Students will describe how advances in technology (e.g., dams, reservoirs, roads, irrigation) allow people to settle in places previously inaccessible in the United States.

DOK 2

SS-05-4.4.1

Students will explain and give examples of how people adapted to/modified the physical environment (e.g., natural resources, physical geography, natural disasters) to meet their needs during the history of the U.S. (Colonization, Expansion) and analyze the impact on their environment.

DOK 3

SS-05-5.2.4

Students will describe significant historical events in each of the broad historical periods and eras in U.S. history (Colonization and Settlement, Revolution and a New Nation, Expansion and Conflict, Industrialization and Immigration, Twentieth Century to Present) and explain cause and effect relationships.

DOK 3

<p>SS-05-4.4.2</p> <p>Students will describe how the physical environment (e.g., mountains as barriers for protection, rivers as barriers of transportation) both promoted and restricted human activities during the early settlement of the U.S. (Colonization, Expansion).</p> <p style="text-align: right;">DOK 2</p>	
<p><i>SS-05-4.4.3</i></p> <p><i>Students will describe how individuals/groups may have different perspectives about the use of land (e.g., farming, industrial, residential, recreational).</i></p>	

CURRICULUM			CURRICULUM		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics
Geography Skills	Geography Skills	Geography Skills	Geography Skills/Age of Exploration	Geography Skills/Age of Exploration	Geography Skills/Age of Exploration
<p>I CAN STATEMENTS:</p> <p>I can define the word geography and explain what it means.</p> <p>I can list and describe the 5 Fundamental Themes of geography and give examples of each.</p> <p>I can explain relative location and give an</p>	<p>I CAN STATEMENTS:</p> <p>I can describe a region by its human characteristics.</p> <p>I can describe each region of the United States by its physical characteristics.</p> <p>I can locate major bodies of water on a map or globe.</p> <p>I can define what a landform is and give</p>	<p>I CAN STATEMENTS:</p> <p>I can explain how people adapt and modify to their environment to meet their needs.</p> <p>I can explain how people interact with their environment and give examples.</p> <p>I can explain how the earth's surface determines where</p>	<p>I CAN STATEMENTS:</p> <p>I can use a various primary and secondary sources, artifacts, diaries, maps, timelines to describe significant events in the history of the United States.</p> <p>I can describe significant historical events in each of the broad historical</p>	<p>I CAN STATEMENTS:</p> <p>I can explain cause and effect relationships relating to the Age of Exploration.</p> <p>I can name some famous explores of North America and describe their contribution to North American History.</p>	<p>I CAN STATEMENTS:</p> <p>I can explain how the Age of Exploration led to colonization of the North American continent.</p> <p>I can explain how geography issues affected the explorers on their expeditions.</p> <p>I can describe various hardships that explorers encountered and give examples.</p>

<p>example.</p> <p>I can define absolute location and locate places using latitude and longitude.</p> <p>I can define what a map and globe are and explain why we use them. I can distinguish between the various types of maps, charts and graphs and use them to answer questions.</p> <p>I can locate the equator.</p> <p>I can locate the Prime Meridian.</p> <p>I can name the 5 geographic regions of the United States and locate them on a map.</p> <p>I can describe a region by its physical characteristics.</p>	<p>examples.</p> <p>I can define weather and explain how it relates to geography.</p> <p>I can distinguish between Arid and Humid America and locate them on a map.</p> <p>I can distinguish between weather and climate and explain how it relates to a region.</p> <p>I can explain how climates and vegetation differs across America.</p> <p>I can define natural resources and give examples of natural resources found in each region.</p> <p>I can distinguish between renewable and nonrenewable resources.</p>	<p>human activities are located and where people settle</p>	<p>periods and areas in U.S. history.</p> <p>I can define the Age of Exploration and explain its purpose.</p>		
<p>Critical Vocabulary</p> <p>Define, Explain, Describe, Distinguish, Landform, region, geography, physical characteristics, human characteristics, locate, Arid, Humid, weather, climate.</p>	<p>Critical Vocabulary</p> <p>Define, Explain, Describe, Distinguish, Landform, region, geography, physical characteristics, human characteristics, locate, Arid, Humid, weather, climate. Natural resources,</p>	<p>Critical Vocabulary</p> <p>Define, Explain, Describe, Distinguish, Landform, region, geography, physical characteristics, human characteristics, locate, Arid, Humid, weather, climate. Adapt, modify</p>	<p>Critical Vocabulary</p> <p>Primary source, secondary source, artifacts, explorer, expedition</p>	<p>Critical Vocabulary</p> <p>cause/effect, contribution,</p>	<p>Critical Vocabulary</p> <p>Colonization, colony, colonist, hardship, settlement</p>

	nonrenewable resources, renewable resources				
Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities
<div style="border: 1px solid black; padding: 5px;"> <p>Simulations Internet search Compare/contrast Cooperative learning Listen for patterns</p> </div>	<div style="border: 1px solid black; padding: 5px;"> <p>Simulations Internet search Compare/contrast Cooperative learning Listen for patterns</p> </div>	<div style="border: 1px solid black; padding: 5px;"> <p>Simulations Internet search Compare/contrast Cooperative learning Listen for patterns</p> </div>	<p>Think Pair Share Strategy Cooperative groups Peer Buddies Internet</p>	<p>Think Pair Share Strategy Cooperative Groups Peer Buddies Internet</p>	<p>Cooperative Groups Internet Enrichment activities Peer Buddies</p>
Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative
<div style="border: 1px solid black; padding: 5px;"> <p>Open Response questions Tests Student products Review Packets Questions in textbook and at the end of the chapter</p> </div>	<div style="border: 1px solid black; padding: 5px;"> <p>Open Response questions Tests Student products Review Packets Questions in textbook and at the end of the chapter</p> </div>	<div style="border: 1px solid black; padding: 5px;"> <p>Open Response questions Tests Student products Review Packets Questions in textbook and at the end of the chapter</p> </div>	<p>Quick Checks Open Response Constructed Responses Textbook Questions Exit slips Student Products Multiple Choice</p>	<p>Formative Quick Checks Open Response Constructed Responses Textbook Questions Exit slips Student Products Multiple Choice</p>	<p>Formative Quick Checks Open Response Constructed Responses Textbook Questions Exit slips Student Products Multiple Choice</p>
Summative Teacher constructed Assessments	Summative Teacher Constructed Assessments	Summative Teacher constructed Assessments	Summative Teacher Constructed Assessments	Summative Teacher Constructed Assessments	Summative Teacher Constructed Assessments

<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts...)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts...)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts...)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts...)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts...)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts...)</p>
<p>Resources Needed</p> <p>Textbook, maps, globe, United Streaming, Junior Geographer Atlas</p> <div data-bbox="100 992 331 1138" style="border: 1px solid black; padding: 5px;"> <p>Primary Sources Trade books Posters Timelines</p> </div>	<p>Resources Needed</p> <p>Textbook, maps, globe, United Streaming, Junior Geographer Atlas</p> <div data-bbox="415 992 646 1138" style="border: 1px solid black; padding: 5px;"> <p>Primary Sources Trade books Posters Timelines</p> </div>	<p>Resources Needed</p> <p>Textbook, maps, globe, United Streaming, Junior Geographer Atlas</p> <div data-bbox="741 992 972 1138" style="border: 1px solid black; padding: 5px;"> <p>Primary Sources Trade books Posters Timelines</p> </div>	<p>Resources Needed</p> <p>Textbook, Textbook(McGraw Hill: The United States United Streaming Clips Junior Geographer Atlas Nystrom Atlas: Our Country's History Timelines Posters</p>	<p>Resources Needed</p> <p>Textbook Textbook(McGraw Hill: The United States United Streaming Junior Geographer Atlas Nystorm Atlas: Our Country's History Timelines Posters Brain Pop Series</p>	<p>Resources Needed</p> <p>Textbook Textbook(McGraw Hill: The United States Junior Geographer Atlas NyStorm: Our Country's History Timelines Posters Brain Pop Series United Streaming Clips Video: The Great Explorers of North America</p>

Weeks 7-9

Weeks 10-12

<p align="center">Unit/Topic</p> <p align="center">Geography/Culture & Society/ Historical perspective: Native Americans</p>	<p align="center">Unit/Topic</p> <p align="center">Geography/ Historical Perspective: Colonization, Native American interaction Culture & Society & Economics</p>
<p>SS-05-2.1.1</p> <p>Students will identify early cultures (e.g., English, Spanish, French, West African) in the United States and analyze their similarities and differences.</p> <p align="right">DOK 2</p>	<p>SS-05-2.1.1</p> <p>Students will identify early cultures (e.g., English, Spanish, French, West African) in the United States and analyze their similarities and differences.</p> <p align="right">DOK 2</p>
	<p><i>SS-05-2.2.1</i></p> <p align="center"><i>Students will describe social institutions (government, economy, education, religion, family) in the United States and explain their role in the growth and development of the nation.</i></p> <p>SS-05-2.3.1</p> <p>Students will describe various forms of interactions (compromise, cooperation, conflict) that occurred between diverse groups (e.g., Native Americans, European Explorers, English colonists, British Parliament) in the history of the United States.</p> <p align="right">DOK 2</p> <p>SS-05-2.3.2</p> <p>Students will give examples of conflicts between individuals or groups and describe appropriate conflict resolution strategies (e.g., compromise, cooperation, communication).</p>

CURRICULUM			CURRICULUM		
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<p>Identify Sub-Topics</p> <p>Culture</p>	<p>Identify Sub-Topics</p> <p>Native Americans</p>	<p>Identify Sub-Topics</p> <p>Native Americans</p>	<p>Identify Sub-Topics</p> <p>Colonization</p>	<p>Identify Sub-Topics</p> <p>Colonization</p>	<p>Identify Sub-Topics</p> <p>Colonization/French & Indian War</p>
<p>I CAN STATEMENTS:</p> <p>I can define what a cultural group of people is and what makes them special.</p> <p>I can list the characteristics that define a culture.</p> <p>I can name various cultural groups that are found in the United States and list some characteristics of the cultural group.</p> <p>I can explain why America is a culturally diverse nation and give examples.</p> <p>I can distinguish between a cultural holiday and an American holiday and give an example of both.</p>	<p>I CAN STATEMENTS:</p> <p>I can name various Native American groups that were located on the North American continent.</p> <p>I can explain how Native American groups interacted with their environment to meet their daily needs.</p> <p>I can list at least one Native American group located in each region of the United States and describe how they meet their needs daily while giving specific examples of each.</p> <p>I can distinguish</p>	<p>I CAN STATEMENTS:</p> <p>I can explain concepts of Native American groups being divided into sub-cultures practicing various religions, languages, ceremonies etc.</p> <p>I can construct a Native American Shelter and demonstrate an understanding of how they used their natural environment to meet their basic needs of survival.</p>	<p>I CAN STATEMENTS:</p> <p>I can explain why different European nations wanted to claim land in North America(Begin Colonies)</p> <p>I can name England’s first colony and explain its success or failure.</p> <p>I can explain how Jamestown became England’s first permanent colony in North America and explain how it became a success.</p> <p>I can list and explain various jobs that colonists performed.</p>	<p>I CAN STATEMENTS:</p> <p>I can Identify early cultures in the U.S history (e.g. Native Americans, Spanish, English, French and West Africans). I can analyze similarities and differences in early cultures.</p> <p>I can describe and explain social institutions in the U. S. (government, economy, education, religion, and family) and explain their role in the Development of the nation.</p> <p>I can describe interactions (compromise, cooperation, conflict) that developed between different groups Throughout U. S. history.</p>	<p>I CAN STATEMENTS:</p> <p>I can give examples of conflicts between cultural Groups.</p> <p>I can describe conflict resolution strategies (compromise, cooperation, Communication).</p> <p>I can describe events that led to the French and Indian War and its outcome.</p>

	between Native American shelters and explain why they utilized different types of shelter.				
<p>Critical Vocabulary</p> <p>Culture Cultural Group Ethnic Group Diverse Distinguish Customs Recreational Social group</p>	<p>Critical Vocabulary</p> <p>Technology Potlatch Totem pole Adobe Pueblo</p>	<p>Critical Vocabulary</p> <p>Lodge Prairie Teepee Longhouse Travois Clan Iroquois Confederacy compromise</p>	<p>Critical Vocabulary</p> <p>Colony Colonist Colonization Jamestown Cash crop</p>	<p>Critical Vocabulary</p> <p>Compromise Cooperation Conflict</p>	<p>Critical Vocabulary</p> <p>Compromise Cooperation Conflict</p> <p>French & Indian War Treaty of Paris Proclamation of 1763</p>
<p>Suggested Strategies/Activities</p> <p>Identify differences in cultural groups and social groups</p> <p>Identify and discuss the attributes of a cultural group</p> <p>Distinguish between American and religious holidays</p> <p>Discuss the diverse cultural groups found in the United States</p>	<p>Suggested Strategies/Activities</p> <p>Identify diverse Native American groups across the North American continent</p> <p>Explain the Native American perspective on nature</p> <p>Explain how Native Americans interacted with their</p>	<p>Suggested Strategies/Activities</p> <p>Identify diverse Native American groups across the North American continent</p> <p>Identify subgroups of Native Americans</p> <p>Explain the difference in Native American shelters</p>	<p>Suggested Strategies/Activities</p> <p>Explain how England began to take the lead in colonizing North America.</p> <p>Discuss England's first attempts to settle in North America.</p> <p>Explain why the colony of Jamestown became England's first permanent settlement in North America.</p> <p>Discuss tobacco as a cash crop and how it</p>	<p>Suggested Strategies/Activities</p> <p>Explain how various cultures clashed during colonization in North America.</p> <p>Describe the hardships and conflicts faced by Native American groups.</p> <p>Explain how to solve conflicts people need to utilize compromise & cooperation to settle conflicts.</p>	<p>Suggested Strategies/Activities</p> <p>Explain how various cultures clashed during colonization in North America</p> <p>Discuss the causes of the French & Indian War.</p> <p>Discuss outcomes of the French & Indian War.</p> <p>Cooperative groups Think-Pair-Share</p>

	environment		influenced Jamestown's economy Cooperative groups Peer Buddies Think-Pair-Share	Cooperative groups Think-Pair-Share	
<p>Balanced Assessment: Formative</p> <p>Open Response Multiple choice items Constructed response</p> <p>Summative Teacher made assessment</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts...)</p>	<p>Balanced Assessment: Formative</p> <p>Open response Multiple choice items Constructed response Exit slips</p> <p>Summative Teacher made assessment</p> <p>Native American dioramas</p> <p>Common (PLC</p>	<p>Balanced Assessment: Formative</p> <p>Open response Multiple choice items Constructed response Exit slips</p> <p>Summative Teacher made assessment</p> <p>Native American dioramas</p>	<p>Balanced Assessment: Formative Teacher Classroom observation and questioning techniques. Thumbs up method Exit slips Multiple Choice Constructed response ques.</p> <p>Summative Teacher Constructed Exams</p>	<p>Balanced Assessment: Formative Teacher Classroom observation and questioning techniques. Open Response Constructed Response Exit Slips Multiple Choice</p> <p>Summative Teacher Constructed Exams</p>	<p>Balanced Assessment: Formative Teacher classroom Observation and questioning techniques. Open Response Constructed Response Exit Slips Multiple Choice Thumbs up Random questioning</p> <p>Summative Teacher Constructed Exams</p>

	Teams will design the common assessments, i.e., grade level, and/or depts...	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts...)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts...)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts...)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts...)
Resources Needed Textbook United Streaming Brain Pop	Resources Needed Textbook United Streaming Brain Pop Junior Scholastic Historical Atlas Dear America video series	Resources Needed Textbook United Streaming Brain Pop Junior Scholastic Historical Atlas Dear America video series	Resources Needed Textbook United Streaming Brain Pop Junior Scholastic Internet Study Island Content Reading Books (Library)	Resources Needed Textbook United Streaming Brain Pop Junior Scholastic Internet Study Island Content reading Books (Library)	Resources Needed Textbook United Streaming Brain Pop Internet Study Island Content Reading Books (Library)

Weeks 13-15	Weeks 16-18
Unit/Topic Historical Perspective: Colonization Geography	Unit/Topic Government and Civics
	<div style="border: 1px solid black; padding: 5px;"> <p>SS-05-1.1.1 Students will describe the basic purposes of the U.S. Government as defined in the Preamble to the U.S. Constitution (to establish justice, to ensure domestic tranquility, to provide for the common defense, to</p> </div>

<p>SS-05-5.1.1</p> <p>Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, maps, timelines) to describe significant events in the history of the U.S. and interpret different perspectives.</p> <p style="text-align: right;">DOK 3</p>	<p>promote the general welfare, to secure the blessings of liberty); give examples of services the U.S. Government provides (e.g., armed forces, interstate highways, national parks) and analyze the importance of these services to citizens today.</p> <p style="text-align: right;">DOK 3</p>
<p>The History of the United States</p>	<p>SS-05-1.1.2</p> <p>Students will explain and give examples of how democratic governments function (by making, enacting and enforcing laws) to promote the “common good” (e.g., public smoking ban, speed limits, seat belt requirements).</p> <p style="text-align: right;">DOK 3</p>
<p>SS-05-5.2.1</p> <p>Students will identify historical documents, selected readings and speeches (e.g., Mayflower Compact, Emancipation Proclamation, Dr. Martin Luther King’s speech: I Have a Dream) and explain their historical significance.</p> <p style="text-align: right;">DOK 3</p>	<p>SS-05-1.2.1</p> <p>Students will identify the three branches of the U.S. Government, explain the basic duties of each branch (executive-enforce the laws, legislative-make the laws, judicial- interpret the laws) and identify important national/federal offices/leaders, (President, Vice-President, Congress, House, Senate, U.S. Senators, U.S. Representatives, U.S. Supreme Court, judges) associated with each branch.</p> <p style="text-align: right;">DOK 2</p>
<p>SS-05-5.2.2</p> <p>Students will explain reasons (e.g., freedoms, opportunities, fleeing negative situations) immigrants came to America long ago (Colonization and Settlement, Industrialization and Immigration, Twentieth Century to Present) and compare with why immigrants come to America today.</p> <p style="text-align: center;">DOK 2</p>	<p>SS-05-1.2.2</p> <p>Students will explain why the framers of the Constitution felt it was important to establish a government where powers are shared across different levels (local, state, national/federal) and branches (executive, legislative, judicial).</p> <p style="text-align: right;">DOK 2</p>
<p>SS-05-5.2.4</p> <p>Students will describe significant historical events in each of the broad</p>	<p>SS-05-1.3.1</p> <p>Students will explain the basic principles of democracy (e.g., justice,</p>

<p>historical periods and eras in U.S. history (Colonization and Settlement, Revolution and a New Nation, Expansion and Conflict, Industrialization and Immigration, Twentieth Century to Present) and explain cause and effect relationships.</p> <p style="text-align: center;">DOK 3</p>	<p>equality, responsibility, freedom) found in significant U.S. historical documents (Declaration of Independence, U. S. Constitution, Bill of Rights) and analyze why they are important to citizens today.</p> <p style="text-align: right;">DOK 3</p>
	<p>SS-05-1.3.2</p> <p>Students will describe specific rights and responsibilities individuals have as citizens of the United States (e.g., voting in national elections) and explain why civic engagement is necessary to preserve a democratic society.</p> <p style="text-align: right;">DOK 3</p>

CURRICULUM			CURRICULUM		
Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
<p>Identify Sub-Topics</p> <p>Colonization</p>	<p>Identify Sub-Topics</p> <p>Colonization/American Revolution</p>	<p>Identify Sub-Topics</p> <p>American Revolution</p>	<p>Identify Sub-Topics</p> <p>US Government</p>	<p>Identify Sub-Topics</p> <p>US Government</p>	<p>Identify Sub-Topics</p> <p>US Government & Citizenship</p>
<p>I CAN STATEMENTS: I can describe events that occurred that led to conflict between the colonists and England. I can explain the colonists' desire for self-government. I can explain and give</p>	<p>I CAN STATEMENTS: I can explain the historical significance of the Declaration of Independence. I can identify the author of the Declaration of Independence and the date it was signed.</p>	<p>I CAN STATEMENTS: I can explain the major battles of the American Revolution and the outcome of the war.</p>	<p>I CAN STATEMENTS: I can define what government is and give examples of why people need government. I can explain democracy (justice, equality, responsibility, freedom and etc) by utilizing historical documents that are important to U.S. Citizens.</p>	<p>I CAN STATEMENTS: I can explain the duties of each branch of Government. I can identify important national/federal offices/leaders, (President, Vice-President, Congress, House, Senate, U.S. Senators, U.S. Representatives, U.S. Supreme Court, judges). Associated with each Branch.</p>	<p>I CAN STATEMENTS: I can give examples of services the government Provides. (policeman, fireman, teachers, Highways etc.) I can explain how law enforcement promotes laws such as seat belt, speed limits, smoking bans and etc. I can describe the rights and responsibilities of U.S. citizens.</p>

<p>examples of taxation without representation. I can list and explain the causes of the American Revolution.</p>	<p>I can explain major battles of the American Revolution and the outcome of the war.</p>		<p>I can list and describe the forms of government. I can explain what the Articles of Confederation was and why they were not successful. I can identify and explain historical documents such as the Declaration of Independence, The U.S. Constitution, Bill of Rights and etc. I can identify the Executive, Legislative and Judicial Branch of The U.S. government.</p> <p>I can explain the goals of the Preamble and how the government meets Those goals.</p> <p style="text-align: center;">+</p>	<p>I can explain the purpose Of Checks and Balances. I can explain why it is important to have shared power between levels and branches of Government. I can list and explain the three levels of government, their purpose, and separation of power.</p>	<p>I can explain what a responsible citizen must do to preserve a Democratic society. (e.g. vote, pay taxes, Volunteer and etc.)</p>
<p>Critical Vocabulary Assembly Town Meeting Militia Delegate taxes liberty Stamp Act Townshend Act Boston Tea party Boycott</p>	<p>Critical Vocabulary Declaration of Independence American Revolution Symbol Battle of Bunker Hill Minutemen</p>	<p>Critical Vocabulary Mercenary Loyalist Patriot Treaty of Paris</p>	<p>Critical Vocabulary Government Monarchy Dictatorship Democracy Articles of Confederation Constitutional Convention US Constitution Legislative Branch Executive Branch Judicial Branch</p>	<p>Critical Vocabulary Legislative Branch Executive Branch Judicial Branch Checks & Balances Veto Senate House of Representatives Compromise Ratify Amendment Preamble Federal System</p>	<p>Critical Vocabulary Government Service Local State Federal Vote taxes Volunteer Citizenship</p>

				<p align="center">Bill of Rights 1st Amendment</p> <p align="center">Local State Federal</p>	
<p>Strategies/Activities Cooperative Groups Peer Buddies Think-Pair Share</p> <p>Explain to students that colonist's perspectives were greatly being affected by their treatment from the British government.</p> <p>Plot the events that lead to the American Revolution on a timeline.</p>	<p>Strategies/Activities Cooperative Groups Peer Buddies Think-Pair Share</p> <p>Describe the reaction of the colonists to the signing of the Declaration of Independence.</p> <p>Explain what the Declaration did for the colonist's quest for Independence.</p> <p>Discuss major battles and how they determined the outcome of the war.</p>	<p>Strategies/Activities Cooperative Groups Peer Buddies Think-Pair Share</p> <p>Explain how the battle of Saratoga was a turning point in the war.</p> <p>Brainstorm the strengths & weaknesses of both the Continental Army as well as the British Army.</p>	<p>Strategies/Activities</p> <p>Explain to students the purpose of Government and why people have needed government throughout history.</p> <p>Define and give examples of the three major types of Government today.</p> <p>Explain while providing examples of how the United States is a Democracy.</p> <p>Define and give examples of jobs performed by the three branches of the US government.</p> <p>Think-Pair- Share</p>	<p>Strategies/Activities</p> <p>Explain to students that each branch of government works together and performs a specific job. (Give Examples)</p> <p>Diagram the checks & Balances system while explaining its purpose.</p> <p>Explain that government is divided into three separate levels that work together to get things done for communities, states and our country.</p> <p>Think-Pair-Share Peer Buddies</p>	<p>Strategies/Activities</p> <p>Explain to students that citizens pay taxes in order for the government to provide very helpful and necessary services while giving examples.</p> <p>Groups students into separate government levels and have them complete research on the level, how it runs and the duties that each level has. Also, make note of the people who work and each level and their titles.</p> <p>Explain to students that voting is the backbone of the American</p>

			Peer Buddies		<p>government system and without voting our Democratic government could not and would not operate.</p> <p>Think-Pair-Share Peer Buddies</p>
<p>Balanced Assessment: Formative Teacher Classroom Observation Classroom Assignments/Activities Thumbs up Exit Slip Open Response</p> <p>Summative Teacher constructed Assessment Multiple Choice Questions Constructed Response Open Response</p> <p>Enrichment Projects etc.</p>	<p>Balanced Assessment: Formative Teacher Classroom Observation Classroom Assignments/Activities Thumbs Up Exit Slip Open Response</p> <p>Summative Teacher Constructed Assessment Multiple Choice Questions Constructed Response Open Response</p> <p>Enrichment Projects etc.</p>	<p>Balanced Assessment: Formative Teacher Classroom Observation Classroom Assignments/Activities Thumbs up Exit Slip Open response</p> <p>Summative Teacher Constructed Assessment Multiple Choice Questions Constructed Response Open response</p> <p>Enrichment Projects Etc.</p>	<p>Balanced Assessment: Formative Thumbs Up Method Teacher Classroom Observation Classroom Assignments & Activities Exit Slips Open Response Constructed Response</p> <p>Summative Teacher Constructed Assessment Multiple Choice Questions Constructed Response Open Response</p> <p>Enrichment Projects</p>	<p>Balanced Assessment: Formative Thumbs Up Method Teacher Classroom Observation Classroom Assignments & Activities Exit Slips Open Response Constructed Response</p> <p>Summative Teacher Constructed Assessment Multiple Choice Questions Constructed Response Open Response</p> <p>Enrichment Projects</p>	<p>Balanced Assessment: Formative Thumbs Up Method Teacher Classroom Observation Classroom Assignments & Activities Exit Slips Open Response Constructed Response</p> <p>Summative Teacher Constructed Assessment Multiple Choice Questions Constructed Response Open Response</p> <p>Enrichment Projects</p>

<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts...)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts...)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts...)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts...)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts...)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts...)</p>
<p>Resources Needed Textbook Workbook United Streaming Brain Pop Study Island Internet Internet Web-Quest Content Reading Books Junior Scholastic Historical Atlas</p>	<p>Resources Needed Textbook Workbook United Streaming Brain Pop Study Island Internet Internet Web-Quest Content Reading Books Junior Scholastic Historical Atlas</p>	<p>Resources Needed Textbook Workbook United Streaming Brain Pop Study Island Internet Internet Web-Quest Content Reading Books Junior Scholastic Historical Atlas</p>	<p>Resources Needed Textbook Workbook United Streaming Brain Pop Study Island Internet Web-Quest Content Reading Books Internet</p>	<p>Resources Needed Textbook Workbook United Streaming Brain Pop Study Island Internet Web-Quest Content Reading Books Internet</p>	<p>Resources Needed Textbook Workbook United Streaming Brain Pop Study Island Internet Web-Quest Content Reading Books Internet</p>

<p>Weeks 19-21</p>	<p>Weeks 22-24</p>
<p>Unit/Topic</p>	<p>Unit/Topic</p>
<p>Historical Perspective: Westward Expansion</p>	<p>Economics</p>

SS-05-5.1.1

Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, maps, timelines) to describe significant events in the history of the U.S. and interpret different perspectives.

DOK 3

SS-05-5.2.2

Students will explain reasons (e.g., freedoms, opportunities, fleeing negative situations) immigrants came to America long ago (Colonization and Settlement, Industrialization and Immigration, Twentieth Century to Present) and compare with why immigrants come to America today.

DOK 2

SS-05-5.2.3

Students will compare change over time (Colonization, Industrialization, Twentieth Century to Present) in communication, technology, transportation and education.

DOK 3

SS-05-5.2.4

Students will describe significant historical events in each of the broad historical periods and eras in U.S. history (Colonization and Settlement, Revolution and a New Nation, Expansion and Conflict, Industrialization and Immigration, Twentieth Century to Present)

SS-05-3.1.1

Students will describe scarcity and explain how scarcity required people in different periods in the U.S. (Colonization, Expansion, Twentieth Century to Present) to make economic choices (e.g., use of productive resources- natural, human, capital) and incur opportunity costs.

DOK 2

SS-05-3.2.1

Students will explain how profits motivated individuals/businesses in the U.S. (Expansion, Industrialization) to take risks in producing goods and services.

SS-05-3.3.1

Students will give examples of markets in different periods of U.S. History (Colonization, Expansion, Industrialization, Twentieth Century to Present) and explain similarities and differences.

DOK 2

SS-05-3.3.2

Students will explain how competition among buyers and sellers influences the price of goods and services in our state, nation and world.

SS-05-3.4.1

Students will describe production, distribution and consumption of goods and services in the history of the U.S. (Colonization, Industrialization,

<p>and explain cause and effect relationships.</p> <p>DOK 3</p>	<p>Twentieth Century to Present).</p> <p>DOK 3</p>
	<p>SS-05-3.4.2</p> <p>Students will describe how new knowledge, technology/tools and specialization increase/increased productivity in the U.S. (Colonization, Industrialization, Twentieth Century to Present).</p> <p>DOK 3</p>
	<p><i>SS-05-3.4.3</i></p> <p><i>Students will define interdependence and give examples of how people in our communities, states, nation and world depend on each other for goods and services.</i></p>

CURRICULUM			CURRICULUM		
Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
<p>Identify Sub-Topics</p> <p>Westward Expansion</p>	<p>Identify Sub-Topics</p> <p>War of 1812 Westward expansion</p>	<p>Identify Sub-Topics</p> <p>Westward Expansion</p>	<p>Identify Sub-Topics</p> <p>Economics Econ & Me</p>	<p>Identify Sub-Topics</p> <p>Economics Econ & Me</p>	<p>Identify Sub-Topics</p> <p>Economics Econ & Me</p>
<p>I CAN STATEMENTS: I can explain how the first movement West of the</p>	<p>I CAN STATEMENTS: I can explain the events that led to the War of 1812 and</p>	<p>I CAN STATEMENTS: I can describe the Indian Removal Act and the Trail of</p>	<p>I CAN STATEMENTS: I can identify scarcity. I can explain opportunity cost. I can describe and explain how scarcity has affected</p>	<p>I CAN STATEMENTS: I can describe production, distribution and consumption of goods and services during Colonization, Industrialization, Twentieth</p>	<p>I CAN STATEMENTS: I can give examples of various markets in different Periods of U. S. History. I can explain similarities</p>

<p>Appalachian mountains occurred.</p> <p>I can identify Daniel Boone and explain his explorations into the state of KY.</p> <p>I can explain why there was a need for expansion in the United States</p> <p>I can explain how the United States continued to grow with the Louisiana Purchase.</p>	<p>its outcome.</p> <p>I can explain the creation of the National Anthem.</p>	<p>Tears and the hardships they presented to Native Americans.</p> <p>I can explain how the process of separation of power in the branches of government broke down during Andrew Jackson’s presidency.</p>	<p>people throughout U. S. historical periods to make Economic choices. (use of productive resources- Natural, human, capital). I can define the word surplus and give examples. I can explain export and import.</p> <p>I can explain how profits cause entrepreneurship during Expansion and industrialization.</p> <p>I can demonstrate knowledge of selecting goods and services that satisfy my needs and wants.</p>	<p>Century to Present.</p> <p>I can describe how new knowledge, technology/tools and specialization increase/decreased productivity from Colonization through Present Day.</p> <p>I can define interdependence.</p> <p>I can give examples of how all people in the world depend on each other for goods and Services.</p>	<p>and Differences in markets.</p> <p>I can explain how competition among consumers and producers causes the price of goods in our state, nation, and world to increase and Decrease. (supply and Demand).</p> <p>I can explain how supply and demand affects price of goods In our world.</p>
<p>Critical Vocabulary</p> <p>Daniel Boone</p> <p>Explorations</p> <p>Cumberland Gap</p> <p>Louisiana Purchase</p> <p>Thomas Jefferson</p>	<p>Critical Vocabulary</p> <p>Neutral War</p> <p>hawks</p> <p>War of 1812</p> <p>National Anthem</p> <p>Battle of New Orleans</p> <p>Era of Good Feelings</p> <p>Monroe Doctrine</p>	<p>Critical Vocabulary</p> <p>Indian Removal Act</p> <p>Trail of Tears</p> <p>Andrew Jackson</p> <p>Indian Territory</p>	<p>Critical Vocabulary</p> <p>Scarcity</p> <p>Surplus</p> <p>Opportunity Cost</p> <p>Needs</p> <p>Wants</p> <p>Economic Choice</p> <p>Export</p> <p>Import</p> <p>Profit</p> <p>Goods</p> <p>Services</p> <p>Profit</p>	<p>Critical Vocabulary</p> <p>Production</p> <p>Distribution</p> <p>Consumption</p> <p>Interdependence</p>	<p>Critical Vocabulary</p> <p>Market</p> <p>Financial Institution</p> <p>Supply</p> <p>Demand</p> <p>Price</p> <p>Cost</p> <p>Bank</p>

Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities
<p>Explain to students the need for Westward Expansion in the United States.</p> <p>Explain how Daniel Boone's explorations in KY began the Movement West.</p> <p>Describe how the Louisiana Purchase came about and how it changed the united States.</p> <p>Cooperative Groups Peer Buddies Think-Pair-Share</p>	<p>Explain to students the causes of the War of 1812.</p> <p>Explain the outcome of the war and how it affected the United States.</p> <p>Explain how the National Anthem was written and became a symbol of our country.</p> <p>Cooperative Groups Peer Buddies Think-Pair-Share</p>	<p>Explain to students how the Westward expansion the United States had negative effects on Native American groups while providing examples.</p> <p>Describe the trail of Tears while providing student examples of the hardships faced during the long journey.</p> <p>Cooperative Groups Peer Buddies Think-Pair Share</p>	<p>Explain to student that they are faced with scarcity each day and problem solve to solve the problem.</p> <p>Explain to students how they are faced with Opportunity Cost very often while providing good problem solving skills.</p> <p>Explain the concept of surplus while providing student example.</p> <p>Textbook-History of economic changes during Industrialization</p> <p>Cooperative Groups</p> <p>Peer Buddies</p> <p>Projects</p>	<p>Explain to students the process of production while providing examples.</p> <p>Explain the process of distribution while providing student examples.</p> <p>Explain to students how we are all consumers of goods while providing examples.</p> <p>Have student's brainstorm ways they are interdependent in their own lives and share with the class.</p> <p>Cooperative Groups</p> <p>Peer Buddies</p>	<p>Define the term market while providing students with examples of present day as well and markets of the past.</p> <p>Discuss a bank as a financial institution.</p> <p>Discuss the concept of Supply & Demand and how it affects the cost of goods & services.</p> <p>Cooperative Groups</p> <p>Peer Buddies</p> <p>Projects</p>

Workbook United Streaming Brain Pop Internet Web-Quest Classrooms Maps	Workbook United Streaming Brain Pop Internet Web-Quest Classrooms Maps	Workbook United Streaming Brain Pop Internet Web-Quest Classrooms Maps	Workbook United Streaming Brain Pop Internet Web-Quest Econ & Me Unit	Workbook United Streaming Brain Pop Internet Web-Quest Econ & Me Unit	Workbook United Streaming Brain Pop Internet Web-Quest Econ & Me Unit
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Weeks 25-27	Weeks 28-30
Unit/Topic Historical Perspective: Westward Expansion And Industrial Revolution	Unit/Topic Historical Perspective: Civil War and Reconstruction
<p>SS-05-5.1.1</p> <p>Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, maps, timelines) to describe significant events in the history of the U.S. and interpret different perspectives.</p> <p style="text-align: center;">DOK 3</p>	<div style="border: 1px solid black; padding: 10px;"> <p>SS-05-5.1.1</p> <p>Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, maps, timelines) to describe significant events in the history of the U.S. and interpret different perspectives.</p> <p style="text-align: right;">DOK 3</p> </div>
<div style="border: 1px solid black; padding: 10px;"> <p>SS-05-5.2.2</p> <p>Students will explain reasons (e.g., freedoms, opportunities, fleeing negative situations) immigrants came to America long ago (Colonization and Settlement, Industrialization and Immigration, Twentieth Century to Present) and compare with why immigrants</p> </div>	<div style="border: 1px solid black; padding: 10px;"> <p>The History of the United States</p> </div>

Sub-Topics Westward Expansion	Sub-Topics Westward Expansion	Sub-Topics Industrial Revolution	Sub-Topics The Road to War	Sub-Topics Civil War	Sub-Topics Civil War & Reconstruction
<p>I CAN STATEMENTS: I can explain why there was a need to expand further west in the mid to late 1800s.</p> <p>I can explain how the Louisiana purchase changed the United States.</p> <p>I can describe conflicts homesteaders experienced with various Native American groups.</p> <p>I can explain the Homestead Act.</p> <p>I can describe the Gold Rush in California and how this event affected population distribution.</p>	<p>I CAN STATEMENTS: I can identify various trails that settlers traveled as they moved Westward. I can explain the term manifest destiny. I can explain how the construction of the Transcontinental Railroad was completed.</p> <p>I can explain how transportation Changed due to the construction of the Transcontinental Railroad.</p> <p>I can explain how the Transcontinental Railroad affected the distribution of goods and industry in the West. I can explain how the Gold Rush I California changed the population</p>	<p>I CAN STATEMENTS: I can explain how the Industrial Revolution began in the United States. I can describe the working conditions during the Industrial Revolution. I can identify inventions created during this time and describe their affects on working conditions cotton gin, reaper, steel plow, spinning and water powered looms, interchangeable parts, etc). I can explain how working conditions during the Industrial Revolution caused the formation of labor unions.</p>	<p>I CAN STATEMENTS: I can explain the differences in economy/lifestyle in the southern and northern United States. I can list events taken to prevent war between the states up to 1860. I can explain how the election of Abraham Lincoln as president thrust the country into war. I can identify the Confederate States of America and their president. I can describe major battles of the Civil War.</p>	<p>I CAN STATEMENTS: I can explain the significance of the Emancipation Proclamation given by President Lincoln. I can explain the significance of the battle of Gettysburg and the Gettysburg Address. I can explain the outcome of the Civil War.</p>	<p>I CAN STATEMENTS: I can define the term Reconstruction. I can explain how the South economy was changed during Reconstruction (sharecropping). I can identify the date and time of Lincoln’s assassination and explain how it affected Reconstruction. I can explain how the Reconstruction process continued after Lincoln’s assassination.</p>

	distribution in the West.				
Critical Vocabulary Louisiana Purchase Lewis & Clark Expedition Homestead Homesteaders Plains Homestead Act	Critical Vocabulary Manifest Destiny Transcontinental Railroad Gold Rush	Critical Vocabulary Industrial Revolution Industrialization Labor Unions Working Conditions Strike	Critical Vocabulary Abolitionist Underground Railroad Missouri Compromise Fugitive Slave Law Compromise of 1850 Kansas-Nebraska Act Dred Scott Decision Secede Confederate States of America	Critical Vocabulary Civil War Blockade Emancipation Proclamation Gettysburg Address Total War	Critical Vocabulary Reconstruction Thirteenth Amendment Black Codes Freedmen’s Bureau Sharecropping Fourteenth Amendment Fifteenth Amendment Impeach Ku Klux Klan Jim Crow Laws Segregation
Suggested Strategies/Activities Explain to students the need for expansion in the United States. Brain storm reasons why the United States continued to push our frontier further & further West. Describe conflicts that arose with Native Americans as	Suggested Strategies/Activities Explain the conflicts that arose with the Native Americans during the Westward movement. Brainstorm with students the many different trails that homesteaders took to move westward. Provide student examples.	Suggested Strategies/Activities Discuss when, where, how the Industrial Revolution began. Who were key people who brought the Industrial Revolution to the United States? Brainstorm key inventors and discuss how their inventions changed how work	Suggested Strategies/Activities Explain to students how the Northern and Southern economies were different while providing examples. Brainstorm different efforts that United States tried to prevent war between the states and discuss their successes or failures. Describe the significance	Suggested Strategies/Activities Explain the significance of the Emancipation Proclamation. Describe the importance of the Battle of Gettysburg & Lincoln’s Gettysburg Address. Brainstorm facts about various Civil War battles. Describe the outcome of the war.	Suggested Strategies/Activities Define the term Reconstruction. Discuss Lincoln’s plan for Reconstruction. Explain to students the economic system of sharecropping and how it replaced the Plantation system. Explain the reconstruction process

<p>homesteaders continued to move westward.</p> <p>Cooperative Groups Peer Buddies Think Pair Share</p>	<p>Explain what the term Manifest Destiny means and how it pertains to the westward movement.</p> <p>Describe how the construction of the Continental Railroad changed transportation throughout the United States.</p> <p>Explain the circumstances that lead to the Gold Rush in California and discuss its outcome.</p> <p>Cooperative Groups Peer Buddies Think Pair Share</p>	<p>was completed in the United States.</p> <p>Discuss working conditions during the Industrial Revolution while providing student examples.</p> <p>Explain when, where why Labor Unions were formed in the United States.</p> <p>Cooperative Groups Peer Buddies Think Pair Share</p>	<p>of the election of Abraham Lincoln.</p> <p>Cooperative Groups Peer Buddies Think-pair Share</p>	<p>Cooperative Groups Peer Buddies Thin-Pair-Share</p>	<p>after Lincoln's assassination.</p> <p>Cooperative Groups Peer Buddies</p>
<p>Balanced Assessment: Formative</p> <p>Teacher Classroom Observation Teacher Questioning Techniques Classroom</p>	<p>Balanced Assessment: Formative</p> <p>Teacher Classroom Observation Teacher Questioning Techniques Classroom</p>	<p>Balanced Assessment: Formative</p> <p>Teacher Classroom Observation Teacher Questioning Techniques</p>	<p>Balanced Assessment: Formative</p> <p>Teacher Classroom Observation Teacher Questioning Techniques Classroom</p>	<p>Balanced Assessment: Formative</p> <p>Teacher Classroom Observation Teacher Questioning Techniques Classroom</p>	<p>Balanced Assessment: Formative</p> <p>Teacher Classroom Observation Teacher Questioning Techniques Classroom</p>

Assignments/Activities Thumbs Up Method Exit/Entrance Slips	Assignments/Activities Thumbs Up Method Exit/Entrance Slips	Classroom Assignments/Activities Thumbs Up Method Exit/Entrance Slips	Assignments/Activities Thumbs Up Method Exit/Entrance Slips	Assignments/Activities Thumbs Up Method Exit/Entrance Slips	Assignments/Activities Thumbs Up Method Exit/Entrance Slips
<p style="text-align: center;">Summative</p> <p>Teacher Constructed Exams Multiple Choice Questions Constructed Response Questions Extended response Questions Classroom Projects</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts...)</p>	<p style="text-align: center;">Summative</p> <p>Teacher Constructed Exams Multiple Choice Questions Constructed Response Questions Extended Response Questions Classroom Projects</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts...)</p>	<p style="text-align: center;">Summative</p> <p>Teacher Constructed Exams Multiple Choice Questions Constructed Response Questions Extended Response Questions Classroom Projects</p> <p>Teacher Constructed Exams Multiple Choice Questions Constructed Response Questions Extended Response Questions Classroom Projects</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts...)</p>	<p style="text-align: center;">Summative</p> <p>Teacher Constructed Exams Multiple Choice Questions Constructed Response Questions Extended Response Questions Classroom Projects</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts...)</p>	<p style="text-align: center;">Summative</p> <p>Teacher Constructed Exams Multiple Choice Questions Constructed Response Questions Extended Response Questions Classroom Projects</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts...)</p>	<p style="text-align: center;">Summative</p> <p>Teacher Constructed Exams Multiple Choice Questions Constructed Response Questions Extended Response Questions Classroom Projects</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts...)</p>

<p>Resources Needed</p> <p>Textbook Workbook United Streaming Brain Pop Study Island Internet</p> <p>Content Reading Books: Westward Expansion</p>	<p>Resources Needed</p> <p>Textbook Workbook United Streaming Brain Pop Study Island Internet</p> <p>Content Reading Books: Westward Expansion</p>	<p>Resources Needed</p> <p>Textbook Workbook United Streaming Brain Pop Study Island Internet</p> <p>Dear America video series</p>	<p>Resources Needed</p> <p>Textbook Workbook United Streaming Brain Pop Study Island Internet</p>	<p>Resources Needed</p> <p>Textbook Workbook United Streaming Brain Pop Study Island Internet</p>	<p>Resources Needed</p> <p>Textbook Workbook United Streaming Brain Pop Study Island Internet</p>
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Weeks 31-33	Weeks 34-36
<p>Unit/Topic</p> <p>Historical Perspective: Twentieth Century to Present Testing Review</p>	<p>Unit/Topic</p> <p>Testing</p>
<p>SS-05-5.1.1</p> <p>Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, maps, timelines) to describe significant events in the history of the U.S. and interpret different perspectives.</p> <p>DOK 3</p>	<p><i>Testing Window</i></p> <p>q</p>

The History of the United States

SS-05-5.2.1

Students will identify historical documents, selected readings and speeches (e.g., Mayflower Compact, Emancipation Proclamation, Dr. Martin Luther King’s speech: I Have a Dream) and explain their historical significance.

DOK 3

SS-05-5.2.2

Students will explain reasons (e.g., freedoms, opportunities, fleeing negative situations) immigrants came to America long ago (Colonization and Settlement, Industrialization and Immigration, Twentieth Century to Present) and compare with why immigrants come to America today.

DOK 2

SS-05-5.2.3

Students will compare change over time (Colonization, Industrialization, Twentieth Century to Present) in communication, technology, transportation and education.

DOK 3

SS-05-5.2.4

Students will describe significant historical events in each of the broad historical periods and eras in U.S. history (Colonization and Settlement, Revolution and a New Nation, Expansion and Conflict, Industrialization and

Immigration, Twentieth Century to Present) and explain cause and effect relationships.	DOK 3
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CURRICULUM			CURRICULUM		
Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Identify Sub-Topics Industrialism	Identify Sub-Topics Civil Rights Movement Great Migration	Identify Sub-Topics AM. History Review	Identify Sub-Topics World War I Great Depression	Identify Sub-Topics World War II	Identify Sub-Topics Cold War
<p>I CAN STATEMENTS: I can explain how industrialism increased during the early twentieth century. (Factories, monopolies, production of goods, Model T Ford, labor unions, etc.)</p>	<p>I CAN STATEMENTS: I can explain segregation and how it denied African Americans their basic rights. I can explain the great migration North. I can list and explain events that led to the Civil Rights Movement (Brown vs. Board of Education Topeka, Kansas, Montgomery Bus boycott, etc.). I can describe the affects of Martin Luther King, Jr's speech "I Have a Dream."</p>	<p>I CAN STATEMENTS: Review concepts from previous units as needed for testing.</p>	<p>I CAN STATEMENTS: I can explain how the United States became involved in World War I. I can explain the outcome of World War I I can explain how World War I changed the United States</p>	<p>I CAN STATEMENTS: I can explain how the United States became involved in World War II. I can explain the outcome of World War II. I can explain how World War II changed the United States.</p>	<p>I CAN STATEMENTS: I can explain how the United States became involved in the Cold War. I can explain how the Cold War came to an end. I can explain how the United States changed after the Cold War.</p>
Critical Vocabulary Monopoly	Critical Vocabulary Segregation	Critical Vocabulary Geography	Critical Vocabulary World War I	Critical Vocabulary World War II	Critical Vocabulary Cold War

<p>Corporation Shareholder Sweatshop Labor Union Slum Tenement Settlement House</p> <p>Model T Ford Assembly Line</p>	<p>Equality Boycott "I Have A Dream"</p>	<p>Government History Economics Culture & Society</p>	<p>Allied Powers Central Powers Treaty of Versailles League of Nations Great Migration Discrimination NAACP</p> <p>Great Depression Stock Exchange New Deal Unemployment</p>	<p>Dictator Axis Allies Communism Relocation Camp Concentration Camp Holocaust Atomic Bomb Pearl Harbor</p>	<p>Iron Curtain Korean War United Nations Arms Race</p>
<p>Suggested Strategies/Activities</p> <p>Explain to students how industrialism changed during the early 1900's.</p> <p>Describe the labor conditions during this time.</p> <p>Discuss Labor Unions and the purpose they served.</p> <p>Cooperative groups Peer Buddies Think-Pair-Share Group Sharing</p>	<p>Suggested Strategies/Activities</p> <p>Discuss the state of segregation and how thousands of African Americans were affected by the practice.</p> <p>Brainstorm events that lead to the Civil Rights Movement.</p> <p>Explain the significance Of the March on Washington.</p> <p>Explain the significance of Martin Luther King's I Have A Dream Speech.</p> <p>Cooperative Groups</p>	<p>Suggested Strategies/Activities</p> <p>Review concepts that have been previously covered in the following domains: American history, government, geography, economics & culture & Society.</p> <p>Cooperative groups Peer Buddies Group Sharing</p>	<p>Suggested Strategies/Activities</p> <p>Discuss with students how America was drawn into World War I and wanted to remain neutral in the conflict.</p> <p>Brainstorm different ways America changed after the war.</p> <p>Discuss the factors that caused the United States to experience The Great Depression.</p> <p>Brainstorm ways Americans lives changed during the depression.</p>	<p>Suggested Strategies/Activities</p> <p>Discuss with students how the United States was drawn into the second World War.</p> <p>Discuss the role America played during the war.</p> <p>Brainstorm ways that America changed during the war and after the conclusion of the conflict.</p> <p>Cooperative Groups Peer Buddies Group Sharing</p>	<p>Suggested Strategies/Activities</p> <p>Discuss the events that lead up to the Cold War.</p> <p>Compare & Contrast the Cold War to other wars in the past.</p> <p>Explain the different world views between the United States & Russia during this time.</p> <p>Describe how the Arms Race affected the United States.</p> <p>Cooperative Groups Peer Buddies Think-Pair-Share</p>

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<p>Resources Needed</p> <p>Textbook Workbook United Streaming Brain Pop Study Island Internet</p>	<p>Resources Needed</p> <p>Textbook Workbook United Streaming Brain Pop Study Island Internet</p>	<p>Resources Needed</p> <p>Textbook Workbook United Streaming Brain Pop Study Island Internet</p>	<p>Resources Needed</p> <p>Textbook Workbook United Streaming Brain Pop Study Island Internet</p>	<p>Resources Needed</p> <p>Textbook Workbook United Streaming Brain Pop Study Island Internet</p>	<p>Resources Needed</p> <p>Textbook Workbook United Streaming Brain Pop Study Island Internet</p>