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.

Next Generation Sunshine State Standards

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
## Unit 1: Geography, American History, Civics and Government (Rights and Responsibilities)  
**Pacing:** 1st Nine Weeks

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</thead>
</table>
| **American History** | SS.5.A.1.1 Use primary and secondary sources to understand history.  
*Students will:*  
- analyze primary and secondary sources.  
- draw conclusions from primary and secondary sources.  
- use primary and secondary sources to interpret historical events.  
| | primary sources  
secondary sources  
historical events | CPALMS |
| | 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 | |
| **Geography** | SS.5.G.4.1 Use geographic knowledge and skills when discussing current events.  
*Students will:*  
- identify a location discussed during current events.  
- use geographic tools to identify places of importance for current events.  
- identify how knowledge of geography is used in televised news reports, newspaper articles, and weather forecasts. | current events  
significant events | |
| | 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 | |
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</table>
| Civics and Government | SS.5.C.2.4 Evaluate the importance of civic responsibilities in American democracy.  
Students will:  
• identify responsibilities citizens are expected to fulfill  
• evaluate the importance of civic responsibilities in American democracy.  
Examples may include, but are not limited to, respecting the law, voting, serving on a jury, paying taxes, keeping informed on public issues, and protesting. | civic responsibilities  
school community  
student  
citizen  
jury  
taxes  
American democracy  
political responsibilities  
policy  
political campaigns  
civic issues | Social Studies Alive!  
America’s Past  
Teachers' Curriculum Institute (TCI)  
Student Edition "Being a Good Citizen" pp. 291-299 |
| | SS.5.C.2.5 Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.  
Students will:  
• explain the importance of going beyond civic and political responsibilities to improve government and society.  
• describe what could happen to a democracy if no one went beyond basic civic and political responsibilities.  
Examples may include, but are not limited to, running for office, initiating changes in laws or public policy, working on political campaigns, and working with others on civic issues. | | TCI Lessons and Assessments  
TCI Lessons and Assessments are located at www.teachtci.com |
| | SS.5.C.1.3 Explain the definition and origins of rights.  
Students will:  
• define the term natural rights, as outlined by John Locke.  
• identify John Locke and analyze how his philosophy influenced ideas of the Declaration of Independence.  
• describe the rights citizens are born with according to the Declaration of Independence. | rights  
natural rights  
Declaration of Independence | Social Studies Alive!  
America’s Past  
Teachers’ Curriculum Institute (TCI)  
Student Edition "Being a Good Citizen" pp. 291-299 |
| | | | TCI Lessons and Assessments  
TCI Lessons and Assessments are located at www.teachtci.com |
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</table>
| 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. | primary source  secondary source  artifacts  geographic features  political map  physical map  thematic map  latitude  longitude  absolute location  landforms  plains | Social Studies Alive!  America’s Past  Teachers’ Curriculum Institute (TCI)  Lesson Guide Ch. 1 pp. 1-16  Student Edition Ch. 1 pp. 3-15 |
| Geography | 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. | | TCI Lessons and Assessments  TCI Lessons and Assessments are located at [www.teachtci.com](http://www.teachtci.com) |
| Geography | SS.5.G.1.3 Identify major United States physical features on a map of North America.  
*Students will:*  
- explain geographic features found on a physical map of North America.  
- Describe the key geographic features of North America, including, but not limited to, mountain ranges, rivers, and deserts.  
- Items may include examples such as Rocky Mountains, Appalachian Mountains, Mississippi River, Great Lakes, Great Plains, Rio Grande, Lake Okeechobee, and Mojave Desert. | | |
| Geography | 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.  
- Items may include examples such as Rocky Mountains, Appalachian Mountains, Mississippi River, Great Lakes, Great Plains, Rio Grande, Lake Okeechobee, and Mojave Desert. | physical geography  physical characteristics  geographic information  graph  territories  geography | Social Studies Alive!  America’s Past  Teachers’ Curriculum Institute (TCI)  Lesson Guide Ch. 1 pp. 1-16  Student Edition Ch. 1 pp. 3-15 |
| Geography | 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. | | TCI Lessons and Assessments  TCI Lessons and Assessments are located at [www.teachtci.com](http://www.teachtci.com) |
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<tr>
<td>American History</td>
<td><strong>SS.5.A.2.1 Compare cultural aspects of ancient American civilizations (Aztec/Mayas; Mound Builders/Anasazi/Inuit).</strong>&lt;br&gt;&lt;br&gt;<em>Students will:</em>&lt;br&gt;- describe the cultural aspects of various ancient American civilizations.&lt;br&gt;- identify similarities and differences between two different civilizations. Items will use examples of ancient civilizations including, but not limited to, Aztecs, Mayas, and Mound Builders, Anasazi, and Inuit. Items may include information about each civilization’s political system, economic development, and/or social structure.</td>
<td>nomadic nations&lt;br&gt;cliff dwellers&lt;br&gt;coastal tribes&lt;br&gt;woodland tribes&lt;br&gt;Pueblo people&lt;br&gt;geographic regions&lt;br&gt;cultural similarities&lt;br&gt;cultural differences&lt;br&gt;Aztec&lt;br&gt;Maya&lt;br&gt;Mound Builders&lt;br&gt;Anasazi&lt;br&gt;ancient civilization</td>
<td><strong>Social Studies Alive! America’s Past</strong>&lt;br&gt;Teachers’ Curriculum Institute (TCI)&lt;br&gt;Lesson Guide Ch. 3 pp. 29-42&lt;br&gt;Student Edition Ch. 3 pp. 29 – 37</td>
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<td><strong>SS.5.A.3.1 Describe technological developments that shaped European exploration.</strong>&lt;br&gt;&lt;br&gt;<em>Students will:</em>&lt;br&gt;- identify the European technological developments that occurred shortly before the European exploration of North America (e.g., mapmaking, navigation, shipbuilding).&lt;br&gt;- describe the significance of technology to European exploration.&lt;br&gt;- explain how new technology led to world exploration.</td>
<td>technological development&lt;br&gt;European exploration&lt;br&gt;technology</td>
<td><strong>Social Studies Alive! America’s Past</strong>&lt;br&gt;Teachers’ Curriculum Institute (TCI)&lt;br&gt;Lesson Guide Ch. 4 pp. 43-54&lt;br&gt;Student Edition Ch. 4 pp. 45 – 51</td>
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| American History | SS.5.A.3.2 Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.  
Students will:  
1. classify key information about European explorers, including their nationality, sponsoring country, motives, dates of travel, routes taken to North America, and major accomplishments.  
2. locate on a map routes taken by European explorers. | nationality  
accomplishments  
Conquistadors  
Northwest Passage  
East Indies  
sponsoring country  
motive  
routes of travel  
accomplishments | Social Studies Alive! America’s Past  
Teachers’ Curriculum Institute (TCI)  
Lesson Guide Ch. 5 pp. 55-66  
Student Edition Ch. 5 pp. 57 – 71  
TCI Lessons and Assessments  
TCI Lessons and Assessments are located at www.teachtci.com  
Safari Montage  
Christopher Columbus |
| | SS.5.A.3.3 Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.  
Students will:  
1. examine contact between Europeans and Native Americans and how they interacted.  
2. examine the enslavement of Native Americans by Europeans.  
3. examine the introduction of slaves from Africa.  
4. identify areas of North America occupied by various European countries.  
5. analyze and summarize the motives of the English, French, Dutch, and Spanish in North America. | economic  
politics  
socio-cultural  
colonial  
settlement  
Puritans  
Quakers  
debtor settlement  
profit  
interactions  
religious reasons | Social Studies Alive! America’s Past  
Teachers’ Curriculum Institute (TCI)  
Lesson Guide Ch. 6 pp. 67-80  
Student Edition Ch. 6 pp. 73 – 83  
TCI Lessons and Assessments  
TCI Lessons and Assessments are located at www.teachtci.com |
| | SS.5.A.4.1 Identify the economic, political and socio-cultural motivation for colonial settlement.  
Students will:  
1. describe the economic and political reasons for colonial settlement.  
2. identify socio-cultural reasons for colonial settlement.  
3. identify religious reasons for colonial settlement.  
   Items may include, but are not limited to, examples of 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. | voluntary trade | ReadWorks  
Mayflower Myths:  
http://www.readworks.org/passages/mayflower-myths |
| Economics | SS.5.E.2.1 Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.  
Students will:  
1. explain the positive and negative effects voluntary trade had among Native Americans, European explorers, and colonists.  
2. identify trade items that were exchanged by Native Americans, European explorers, and colonists.  
3. analyze the short- and long-term effects voluntary trade had among the Native Americans, European explorers, and colonists. | voluntary trade | Social Studies Alive! America’s Past  
Teachers’ Curriculum Institute (TCI)  
Lesson Guide Ch. 6 pp. 67-80  
Student Edition Ch. 6 pp. 73 – 83  
TCI Lessons and Assessments  
TCI Lessons and Assessments are located at www.teachtci.com |

*Volusia County Schools - June 2016  
Grade 5 Social Studies*
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| SS.5.A.4.1 Identify the economic, political and socio-cultural motivation for colonial settlement. | Students will:  
- describe the economic and political reasons for colonial settlement.  
- identify socio-cultural reasons for colonial settlement.  
- identify religious reasons for colonial settlement.  
Items may include, but are not limited to, examples of 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  
plants  
industries  
assembly  
apprentice  
settlement  
socio-cultural  
motivation  
societal  
cultural  
climates  
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.teachtci.com](http://www.teachtci.com)  
ReadWorks  
| SS.5.A.4.2 Compare characteristics of New England, Middle, and Southern colonies. | Students will:  
- describe the societal and cultural similarities and differences of the New England, Middle, and Southern colonies.  
- describe and/or analyze how geography and climate influenced the New England, Middle, and Southern colonies.  
- explain how natural resources influenced the occupations and economics of the New England, Middle, and Southern colonies.  
- identify the colonies included in the New England, Middle, and Southern colonies. | | |
| SS.5.A.4.3 Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies. | Students will:  
- identify individuals responsible for the development of governments the New England, Middle, and Southern colonies.  
- Identify individuals who sought to educate and improve the conditions of others  
Items may include, but are not limited to, examples such as William Penn, Pontiac, O ludah 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. | Students will:  
- identify the original thirteen colonies of North America.  
- locate the original thirteen colonies on a map of North America. | | |
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</table>
| American History | **SS.5.A.4.5 Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.**  
*Students will:*  
- 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.  
**SS.5.A.4.6 Describe the introduction, impact, and role of slavery in the colonies.**  
*Students will:*  
- describe the cultural and economic factors that contributed to the introduction of slavery in the British colonies.  
- explain the difference between indentured servitude and slavery.  
- describe what the slave trade was and its impact on African lives.  
- describe the role of slavery and evaluate how it impacted colonial development.  
Items may include, but are not limited to, examples such as cultural contributions, skilled labor, the move away from indentured servitude, growth of plantations, and differences in treatment of slaves by region and assigned job - house slave versus field slave. | slave trade  
indentured servitude  
slavery  
Triangular Trade  
slave auctions  
exports  
pre-Columbian fur trade  
voluntary trade | 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 [www.teachtci.com](http://www.teachtci.com)  
ReadWorks  
John Brown’s Antislavery Raid:  
| Economics       | **SS.5.E.1.1 Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.**  
*Students will:*  
- describe how Native Americans used trade during pre-Columbian times.  
- explain the economic costs and benefits of the fur trade to Europeans and Native Americans.  
- identify items the Native American and Europeans wanted for trade with each other.  
- identify trades and industries that contributed to economic growth in North America from pre-Columbian times to 1850 and evaluate their importance.  
- identify items North America imported and exported during the Triangular Trade.  
**SS.5.E.2.1 Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.**  
*Students will:*  
- explain the positive and negative effects voluntary trade had among Native Americans, Europeans 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. |                                            |                                                                          |
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<td><strong>Economics</strong></td>
<td>SS.5.E.1.2 Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics. <strong>Students will:</strong> - define the term, “market economy”. - identify examples of how the colonial and early American economy exhibited characteristics of a market economy. - explain how supply and demand work in a market economy.</td>
<td>socio-cultural motivation colonial settlement religious market economy inventions technology voluntary trade political participation industries occupations</td>
<td>Social Studies Alive! America’s Past Teachers’ Curriculum Institute (TCI) Lesson Guide Ch. 9 pp. 107-122 Student Edition Ch. 9 pp. 113 – 131</td>
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<td>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. <strong>Students will:</strong> - identify inventions that made an impact on business productivity. Examples may include, but are not limited to, Franklin stove, bifocals, double-sided needle, cotton gin, Turtle submarine. - explain and evaluate how the cotton mill had an impact on business productivity. Note: Celebrate Veterans Day Holiday - November 11th</td>
<td></td>
<td>TCI Lessons and Assessments TCI Lessons and Assessments are located at <a href="http://www.teachtci.com">www.teachtci.com</a></td>
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<td><strong>Civics &amp; Government</strong></td>
<td>SS.5.C.2.2 Compare forms of political participation in the colonial period to today. <strong>Students will:</strong> - describe 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.</td>
<td>socio-cultural motivation colonial settlement religious market economy inventions technology voluntary trade political participation industries occupations</td>
<td>Social Studies Alive! America’s Past Teachers’ Curriculum Institute (TCI) Lesson Guide Ch. 9 pp. 107-122 Student Edition Ch. 9 pp. 113 – 131</td>
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<td>SS.5.A.4.4 Demonstrate an understanding of political, economic and social aspects of daily colonial life in the thirteen colonies. <strong>Students will:</strong> - describe 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.</td>
<td></td>
<td>TCI Lessons and Assessments TCI Lessons and Assessments are located at <a href="http://www.teachtci.com">www.teachtci.com</a></td>
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Social Studies Alive! America’s Past
Teachers’ Curriculum Institute (TCI)
Lesson Guide Ch. 9 pp. 107-122
Student Edition Ch. 9 pp. 113 – 131

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CPALMS
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<td>American History</td>
<td><strong>SS.5.A.5.1 Identify and explain significant events leading up to the American Revolution.</strong>&lt;br&gt;• describe the significance of the French and Indian War and its impact on England, the colonists, and Native Americans.&lt;br&gt;• Explain the primary conflicts American colonists had with England and analyze how these unresolved conflicts led to the American Revolution.&lt;br&gt;• identify key events that led to the American Revolution.&lt;br&gt;• describe why American colonists protested against England and the colonists’ methods of protest.&lt;br&gt;Items may include, but are not limited to, examples such as the French and Indian War, the Stamp Act, the Townshend Acts, the Boston Massacre, the Boston Tea Party, the Coercive Acts, and Powder Alarms.</td>
<td>French and Indian War American Revolution</td>
<td>Social Studies Alive! America’s Past teachers’ Curriculum Institute (TCI)&lt;br&gt;Lesson Guide Ch. 10 pp. 123-134&lt;br&gt;Student Edition Ch. 10 pp.133 – 141</td>
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<td><strong>Note:</strong> Thanksgiving Holiday (Begins End of Day) – November 24th</td>
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<td>ReadWorks&lt;br&gt;A Very Messy Tea Party:&lt;br&gt;<a href="http://www.readworks.org/passages/very-messy-tea-party">http://www.readworks.org/passages/very-messy-tea-party</a></td>
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<td><strong>SS.5.A.5.2 Identify significant individuals and groups who played a role in the American Revolution.</strong>&lt;br&gt;&lt;br&gt;<strong>Students will:</strong>&lt;br&gt;• identify political leaders of the American Revolution.&lt;br&gt;• evaluate the impact that significant individuals and groups had on the American Revolution.&lt;br&gt;Items may include, but are not limited to, examples such as 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.</td>
<td>Patriot Loyalist American Revolution independence</td>
<td>Some Laws are Intolerable:&lt;br&gt;<a href="http://www.readworks.org/passages/some-laws-are-intolerable">http://www.readworks.org/passages/some-laws-are-intolerable</a>&lt;br&gt;Safari Montage&lt;br&gt;Liberty’s Kids: Boston Tea Party&lt;br&gt;Liberty’s Kids: Intolerable Acts</td>
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<tr>
<td>Civics &amp; Government</td>
<td><strong>SS.5.C.2.1 Differentiate political ideas of Patriots, Loyalists, and “undecideds” during the American Revolution.</strong>&lt;br&gt;&lt;br&gt;<strong>Students will:</strong>&lt;br&gt;• explain why many colonies would choose to side with the British during the American Revolution.&lt;br&gt;• describe the political philosophy of American Patriots and why those ideas led them to declare independence from the British Empire.&lt;br&gt;• examine the potential motivations behind the “undecided” decision to avoid taking a side during the American Revolution.&lt;br&gt;• compare and contrast Patriots, Loyalists, and “undecided” in terms of political philosophy.</td>
<td>Patriot Loyalist undecided American Revolution</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>&lt;br&gt;Safari Montage&lt;br&gt;Liberty’s Kids: New York, New York&lt;br&gt;Liberty’s Kids: Liberty or Death</td>
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| American History   | 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.  
*Students will:*  
- explain the purpose of the Mayflower Compact and Declaration of Independence.  
- explain the significance of the Declaration of Independence to both the colonists and England.  
- identify the motivation of Thomas Paine’s pamphlet, *Common Sense*.  
- evaluate the impact of the Magna Carta, the English Bill of Rights, the Mayflower Compact, and *Common Sense* had in influencing the American independence.  
Items may include, but are not limited to, excerpts of the Magna Carta, the English Bill of Rights, the Mayflower compact, *Common Sense*, and the Declaration of Independence. | Declaration of Independence  
Mayflower Compact  
*Common Sense*  
Magna Carta       | Social Studies Alive!  
America’s Past  
Teachers’ Curriculum Institute (TCI)  
Lesson Guide Ch. 12 pp. 147-158  
Student Edition Ch. 12 pp.161 – 167  
TCI Lessons and Assessments  
TCI Lessons and Assessments are located at [www.teachtci.com](http://www.teachtci.com)  
Safari Montage  
*Liberty's Kids: Common Sense*  
[CPALMS](http://www.teachtci.com) |
| Civics & Government| SS.5.C.1.3 Explain the definition and origins of rights.  
*Students will:*  
- define the term, “natural rights,” as outlined by John Locke  
- identify John Locke and analyze how this philosophy influenced ideas of the Declaration of Independence.  
- describe the rights citizens are born with, according to the Declaration of Independence.  
SS.5.C.2.2 Compare forms of political participation in the colonial period to today.  
*Students will:*  
- describe 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.  
SS.5.C.1.4 Identify the Declaration of Independence’s grievances and Articles of Confederation’s weaknesses.  
*Students will:*  
- 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.  
Winter Holiday (Begins End of Day) – December 20th | Natural rights  
Articles of Confederation  
federal authority       | |
<table>
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<tr>
<th>Strand</th>
<th>Benchmarks/Learning Targets</th>
<th>Academic Language</th>
<th>Resources</th>
</tr>
</thead>
</table>
| **American History** | **SS.5.A.5.4 Examine and explain the changing roles and impact of significant women during the American Revolution.**  
*Students will:*  
- describe a woman’s typical role during the American Revolution.  
- identify women who fought on the battlefield alongside men during the American Revolution.  
- Explain the influences of Abigail Adams and Martha Washington during the American Revolution.  
- Identify women who made an impact in the American Revolution and explain their contributions to the war effort  
Examples may include, but are not limited to, 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**  
Teachers’ Curriculum Institute (TCI)  
Lesson Guide Ch. 13 pp. 159-170  
Student Edition Ch. 13 pp. 173-185  
**TCI Lessons and Assessments**  
TCI Lessons and Assessments are located at [www.teachtci.com](http://www.teachtci.com)  
**Safari Montage**  
Liberty's Kids: Honor and Compromise  
Liberty's Kids: Deborah Samson  
Liberty's Kids: Bunker Hill |
| **SS.5.A.5.5 Examine and compare major battles and military campaigns of the American Revolution.**  
*Students will:*  
- identify and describe the first battles of the American Revolution.  
- identify and describe the effects of major battles of the American Revolution.  
- explain why the Battle of Saratoga was a turning point in the American Revolution.  
- explain the significance of the Battle of Yorktown.  
Examples of battles may include, but are not limited to, Lexington and Concord, Saratoga, Yorktown, Savannah, Charleston, Princeton, and Bunker Hill. |  |  |
| **SS.5.A.5.6 Identify the contributions of foreign alliances and individuals to the outcome of the Revolution.**  
*Students will:*  
- describe the contributions that France made to the outcome of the American Revolution.  
- explain why foreign alliances were important to the outcome of the American Revolution.  
- identify contributions that individuals from other countries made to the American Revolution.  
Examples may include, but are not limited to, France, Spain, the Netherlands, Marquis de Lafayette, Bernardo de Galvez, Baron Friedrich von Steuben, and Casimir Pulaski. |  |  |
### Strand | Benchmarks/Learning Targets | Academic Language | Resources
--- | --- | --- | ---
**Geography** | 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

**American History** | SS.5.A.5.7 Explain economic, military, and political factors which led to the end of the Revolutionary War.  
Students will:  
- explain the British southern strategy and how its failure led to the end of the war.  
- explain the Treaty of Paris and what it meant for the colonists.  
- explain the economics of the war for both England and the colonists.  
Examples may include, but are not limited to, foreign alliances, rising cost for England, Treaty of Paris. | Treaty of Paris  
hardships  
Patriots  
Tories  
inflation | Social Studies Alive! America's Past  
Teachers' Curriculum Institute (TCI)  
Student Edition Ch. 13 pp. 173-185  
Lesson Guide Ch. 13 pp. 159-170

**SS.5.A.5.8 Evaluate the personal and political hardships resulting from the American Revolution.**  
Students will:  
- 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.  
Examples may include, but are not limited to, financing the war effort, wartime inflation, profiteering, loss of family and property, dissent within families and between colonies. |  | Safari Montage  
Liberty's Kids: Honor and Compromise  
Liberty's Kids: Deborah Samson  
Liberty's Kids: Bunker Hill  
Liberty's Kids: Postmaster General Franklin

**Geography** | 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 Presidents’ Day, February 15th. | territories  
capital |  

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<th>Academic Language</th>
<th>Resources</th>
</tr>
</thead>
</table>
| Civics & Government         | **SS.5.C.1.2 Define a constitution, and discuss its purposes.**  
   *Students will:*  
   • define the term, “constitution”.  
| American History            | **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:*  
   • identify the significance of the Constitution of the United States of America.  
   • explain how the issue of representation was resolved during the Constitutional Convention.  
   • describe why some people opposed the new Constitution.  
   • describe the new federal system that was created by the Constitution. Examples may include, but are not limited to, liberty, representative government, limited government, individual rights, and “bundle of compromises.” | representation federal authority | TCI Lessons and Assessments TCI Lessons and Assessments are located at [www.teachtci.com](http://www.teachtci.com) |
|                             | **SS.5.C.1.1 Explain how and why the United States government was created.**  
   *Students will:*  
   • identify economic problems the United States faced after the Revolutionary War.  
   • identify political problems the United States faced after the Revolutionary War.  
   • describe 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. | Constitutional Convention Articles of Confederation grievances | Safari Montage  
   Liberty’s Kids: We the People  
   [CPALMS](https://www.cpalms.org) |
|                             | **SS.5.C.1.4 Identify the Declaration of Independence’s grievances and Articles of Confederation’s weaknesses.**  
   *Students will:*  
   • 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. | | |
Civics & Government

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</thead>
<tbody>
<tr>
<td>SS.5.C.3.4 Describe the amendment process as defined in Article V of the Constitution and give examples. Students will: • identify examples of amendments that have been ratified and become part of the Constitution. • explain why the writers of the Constitution included Article V into the document. Examples may include, but are not limited to, the Bill of Rights, 26th Amendment, and how the Constitution was designed to be changed.</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>
<td></td>
</tr>
<tr>
<td>SS.5.C.3.3 Give examples of powers granted to federal government and those reserved for the states. Students will: • identify powers granted to federal and state governments • compare and contrast the powers granted to the federal government to the powers reserved for the state government. Examples may include, but are not limited to, coining money, declaring war, creating public schools, making traffic laws, education, and the postal service.</td>
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<tr>
<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: • 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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<tr>
<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: • define the terms popular sovereignty, rule of law, separation of powers, checks and balances, and federalism. • 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. • describe why the Constitution and Bill of Rights were written to limit the powers of the federal government.</td>
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<td>Civics &amp;</td>
<td>SS.5.C.2.3 Analyze how the Constitution has expanded voting rights from our nation's early</td>
<td>Bill of Rights amendments</td>
<td>Social Studies Alive! America's Past</td>
</tr>
<tr>
<td>Government</td>
<td>history to today.</td>
<td>ratify</td>
<td>Teachers' Curriculum Institute (TCI)</td>
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<td></td>
<td>Students will:</td>
<td>due process</td>
<td>Lesson Guide Ch. 15 pp. 183-194</td>
</tr>
<tr>
<td></td>
<td>• explain how groups have gained the right to vote since the Bill of Rights.</td>
<td>prejudice</td>
<td>Student Edition Ch. 15 pp. 201 – 209</td>
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<td></td>
<td>• analyze major events that contributed to changing attitudes regarding suffrage (e.g.,</td>
<td>civil</td>
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<td>populism, the Civil War, women's role during World War I, the civil rights movement).</td>
<td>Anti-Federalist</td>
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<td>SS.5.C.1.6 Compare Federalist and Anti-Federalist views of government.</td>
<td>Articles of Confederation</td>
<td>TCI Lessons and Assessments</td>
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<tr>
<td></td>
<td>Students will:</td>
<td>federal system</td>
<td>TCI Lessons and Assessments are located at</td>
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<tr>
<td></td>
<td>• identify the key components of the Anti-Federalist government that leaders</td>
<td>Federalist</td>
<td><a href="http://www.teachtcii.com">www.teachtcii.com</a></td>
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<td>set up under the Articles of Confederation.</td>
<td>nationality</td>
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<td>• identify the Anti-Federalists' views on the role of state and national</td>
<td>sponsoring country</td>
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<td>government.</td>
<td>motives</td>
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<td>• identify key components of a federal system of government as envisioned by the</td>
<td>dates</td>
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<td>Federalists.</td>
<td>routes of travel</td>
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<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</td>
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<td>Rights.</td>
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<td>Students will:</td>
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<td>• identify rights granted citizens in the Bill of Rights.</td>
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<td>• explain the importance of the Bill of Rights to United States citizens, examples</td>
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<td>may include, but are not limited to, freedom of speech, freedom of religion, the right</td>
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<td>to assemble, right to a fair trial, and rights of the accused.</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</td>
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<td>role of the courts in interpreting law and settling conflicts.</td>
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<td>Students will:</td>
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<td>• identify the judicial branch of government as the branch that interprets law and</td>
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<td>settles conflict.</td>
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<td></td>
<td>• identify the Supreme Court as the highest court in the United States.</td>
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<td></td>
<td>• describe the role of courts 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</td>
<td>judicial branch legal setting</td>
<td>Safari Montage</td>
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<tr>
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<td>of Rights in the U.S. Constitution.</td>
<td>Supreme Court</td>
<td>Liberty's Kids: Honor and Compromise</td>
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<td>Students will:</td>
<td>interpreting legal system</td>
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<td></td>
<td>• 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</td>
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<td>oppose the addition of a Bill of Rights to the Constitution.</td>
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</table>
| 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.  
                      Items may include examples such as maps, globes, and Geographic Information System (GIS).  
                      | current information  
                      historical information  
                      geographic tools  
                      historical events  
                      geographic features  
                      physical map  
                      political map  
                      thematic map | current information  
                      historical information  
                      geographic tools  
                      historical events  
                      geographic features  
                      physical map  
                      political map  
                      thematic map |                                                                                      |
|                     | **SS.5.G.4.1 Use geographic knowledge and skills when discussing current events.**  
                      **Students will:**  
                      - identify a location discussed during current events.  
                      - use geographic tools to identify places of importance in current events.  
                      - Identify how knowledge of geography is used in televised news reports,  
                        news articles, and weather forecasts.  
                      Items may require students to recognize patterns, identify events on  
                      maps, and use graphs to determine how geography has impacted significant events.  
                      | current events  
                      significant events |                                                                                      |
| American            | **SS.5.A.6.7 Discuss the concept of Manifest Destiny.**  
                      **Students will:**  
                      - describe Manifest Destiny and evaluate its impact on United States society.  
                      - identify the ways that the United States spread across the entire North  
                        American continent from east to west.  
                      - explain what events took place that allowed the United States to expand westward.  
                      | Manifest Destiny  
                      territories  
                      expedition  
                      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 |
| History             | **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 effect land policies developed under the Confederation Congress had on American settlers and Native Americans.  
                      - describe the impact land policies had developed under the Confederation Congress had on Native Americans.  
                      - describe the reasons the Confederation Congress made on slavery against the law in the Northwest Territory when it was legal in some of the original thirteen states.  
                      |                                                                                      | 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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<th>Resources</th>
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</table>
| American History | SS.5.A.6.1 Describe the causes and effects of the Louisiana Purchase. Students will:  
• 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. | expedition  
War of 1812  
westward expansion  
Indian Removal Act  
Trail of Tears  
push-pull factors  
economy  
natural hazards  
tourism  
climate  
physical features  
boundary changes | Social Studies Alive!  
America's Past  
Teachers' Curriculum Institute (TCI)  
Lesson Guide Ch. 16 pp. 195-208  
Student Edition Ch. 16 pp. 215 - 225 |
| | SS.5.A.6.2 Identify roles and contributions of significant people during the period of westward expansion. Students will: |  
• explain the purpose and expectations for Lewis and Clark on their western expedition.  
• describe Tecumseh’s contributions to the Native American nations.  
• Items may include examples such as Meriwether Lewis, William Clark, Sacagawea, York, Thomas Jefferson, Andrew Jackson, Tecumseh, Jean Baptiste Point du Sable. | TCI Lessons and Assessments  
TCI Lessons and Assessments are located at www.teachtci.com |
| | SS.5.A.6.4 Explain the importance of the explorations west of the Mississippi River. Students will: |  
• explain the purpose of Lewis and Clark’s expedition to the west.  
• describe the importance explorations west of the Mississippi River has for the United States government.  
• describe the importance of finding water sources in areas west of the Mississippi River.  
• examine how exploring land west of the Mississippi River led to the continued expansion and settlement of the U.S.  
• identify the trails settlers used to read the west coast of North America.  
• Items may include examples such as Meriwether Lewis and William Clark, Zebulon Pike, John Fremont, the Mormon migration, the Forty-niners, and the Oregon Trail. | ReadWorks  
| | SS.5.A.6.6 Explain how westward expansion affected Native Americans. Students will: |  
• describe the intent of the Indian Removal Act.  
• explain the consequences of the Indian Removal Act.  
• explain the Trail of Tears and the meaning behind its name.  
• explain how westward expansion affected the lives of Native Americans. |  

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</table>
| American History  | **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.**  
*Students will:*
- identify factors that led to states’ current boundaries, focusing on a variety of push-pull factors.  
- describe how the Appalachian Mountains created a natural barrier for early Americans.  
- describe how territories became states. | expansion            | **Social Studies Alive!**  
America’s Past  
Teachers’ Curriculum Institute (TCI)  
Lesson Guide Ch. 17 pp. 209-220  
Student Edition Ch. 17 pp. 231 - 245  
**TCI Lessons and Assessments**  
TCI Lessons and Assessments are located at [www.teachtci.com](http://www.teachtci.com)  
**ReadWorks**  
Westward Expansion – The California Gold Rush  
**Safari Montage**  
Lewis & Clark  
**Manifest Destiny and Westward Expansion**  
**Suffrage Movements and Winning the Right to Vote** | **expedition**  
**exploration**  
**settlement** |
|                   | **SS.5.A.6.4 Explain the importance of the explorations west of the Mississippi River.**  
*Students will:*
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- identify the trails settlers used to read the west coast of North America.  
- Items may include examples such as Meriwether Lewis and William Clark, Zebulon Pike, John Fremont, the Mormon migration, the Forty-niners, and the Oregon Trail. | geographic features  
**hardships**  
**wagon trail**  
**transportation advancements** | **Social Studies Alive!**  
America’s Past  
Teachers’ Curriculum Institute (TCI)  
Lesson Guide Ch. 17 pp. 209-220  
Student Edition Ch. 17 pp. 231 - 245  
**TCI Lessons and Assessments**  
TCI Lessons and Assessments are located at [www.teachtci.com](http://www.teachtci.com)  
**ReadWorks**  
Westward Expansion – The Pony Express  
**Safari Montage**  
West: Empire Upon the Trails, The American Frontier, The Lewis & Clark  
How the USA Grew: 13 Colonies to 50 States  
Manifest Destiny and Westward Expansion  
Suffrage Movements and Winning the Right to Vote | **expansion**  
**expedition**  
**exploration**  
**settlement** |
|                   | **SS.5.A.6.9 Describe the hardships of settlers along the overland trails to the west.**  
*Students will:*
- describe the geographic features and hardships the settlers experienced as they traveled on the overland trails to the west.  
- describe the lifestyle on the wagon trail (e.g., how settlers traveled, types of shelter, food preparation, and dangers). | geographic features  
**hardships**  
**wagon trail**  
**transportation advancements** | **Social Studies Alive!**  
America’s Past  
Teachers’ Curriculum Institute (TCI)  
Lesson Guide Ch. 17 pp. 209-220  
Student Edition Ch. 17 pp. 231 - 245  
**TCI Lessons and Assessments**  
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**ReadWorks**  
Westward Expansion – The Pony Express  
**Safari Montage**  
West: Empire Upon the Trails, The American Frontier, The Lewis & Clark  
How the USA Grew: 13 Colonies to 50 States  
Manifest Destiny and Westward Expansion  
Suffrage Movements and Winning the Right to Vote | **expansion**  
**expedition**  
**exploration**  
**settlement** |
|                   | **SS.5.A.6.3 Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication.**  
*Students will:*
- identify 19th-century advancements in transportation and communication.  
- describe how 19th century advancements contributed toward westward expansion.  
- Explain the impact the steam-powered boat had on the economy of the United States.  
- explain the impact the railroads had on the economy of the United States.  
- explain the impact the Pony Express and the telegraph had on communication during the westward expansion. | geographic features  
**hardships**  
**wagon trail**  
**transportation advancements** | **Social Studies Alive!**  
America’s Past  
Teachers’ Curriculum Institute (TCI)  
Lesson Guide Ch. 17 pp. 209-220  
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**ReadWorks**  
Westward Expansion – The Pony Express  
**Safari Montage**  
West: Empire Upon the Trails, The American Frontier, The Lewis & Clark  
How the USA Grew: 13 Colonies to 50 States  
Manifest Destiny and Westward Expansion  
Suffrage Movements and Winning the Right to Vote | **expansion**  
**expedition**  
**exploration**  
**settlement** |
## Unit 4: American History (The War of 1812 and Missouri Compromise)

### Pacing: 4th Nine Weeks

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<th>Weeks</th>
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|       | **SS.5.A.6.5 Identify the causes and effects of the War of 1812.**  
*Students will:*  
• identify the causes of the War of 1812.  
• identify the effects the War of 1812 had on the Native Americans, the United States, and England, examples may include, but are not limited to, nationalism, neutrality in trade, impressment, border forts. | Missouri Compromise Congress | **Social Studies Alive!**  
*America’s Past*  
Teachers’ Curriculum Institute (TCI)  
Lesson Guide Ch. 18 pp. 221-234  
Student Edition Ch. 18 pp. 247 – 255  
**TCI Lessons and Assessments**  
TCI Lessons and Assessments are located at [www.teachtci.com](http://www.teachtci.com)  
**CPALMS** |
|       | **SS.5.A.6.8 Describe the causes and effects of the Missouri Compromise.**  
*Students will:*  
• identify causes of the Missouri Compromise.  
• Identify effects of the Missouri Compromise.  
• identify the issues Congress debated when they created the Missouri Compromise.  
Note: Celebrate **Memorial Day Holiday, May 30th.** | Missouri Compromise Congress | **Social Studies Alive!**  
*America’s Past*  
Teachers’ Curriculum Institute (TCI)  
Lesson Guide Ch. 18 pp. 221-234  
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