UNIT TITLE: Geography/ Map Skills		GRADE LEVEL: 5		
DATE: August 9-31				
Program of Studies	**Standards**	**Learning Targets**	**Target Type**	**Resources**
SS-5-G-S-1 Students will demonstrate an understanding of patterns on the Earth's surface, using a variety of geographic tools (e.g., maps, globes, charts, graphs): **a)** locate, in absolute or relative terms, major landforms and bodies of water in the United States locate and explain patterns on Earth's surface (e.g., how different factors such as rivers, mountains and plains impact where human activities are located)	SS-05-4.1.1 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. DOK 3 SS-05-4.1.2 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. DOK 2	I can use maps, charts, and graphs to identify natural resources. I can use maps, charts, and graphs to identify physical characteristics such as landforms, bodies of water, climate, roads, and bridges. I can analyze patterns of movement and settlement in the United States. I can use maps, charts, and graphs to locate major landforms, bodies of water, places, and objects in the United States by absolute location.	Knowledge Reasoning Performance Skill	United Streaming/Discovery Education www.softschools.com www.sheppardssoftware.com www.maps4kids.com Study Island Compass Learning History Alive texts Harcourt Geosafari www.scribblemaps.com
	SS-05-4.1.3 *Students will describe how different factors (e.g. rivers, mountains) influence where human activities were/are located in the United States.* *SS-05-4.1.4*	I can describe how factors like rivers and mountains affect human activities in the United States throughout history. I can explain how factors such as	Reasoning Reasoning	

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

UNIT TITLE: Early Civilization and Exploration		**GRADE LEVEL: 5**		
DATE: September 4-28 (19 Instructional Days)				
	Standards	**Learning Targets**	**Target Type**	**Resources**
SS-5-CS-S-1 Students will demonstrate an understanding of culture and cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts) of diverse groups: **a)** investigate cultural similarities and differences of diverse groups (e.g., English, French, Spanish and Dutch Colonists, West Africans, Immigrants of the 1800's) during the early development of the United States **b)** research the contributions of diverse groups to the culture (e.g., beliefs, traditions,	SS-05-2.1.1 Students will identify early cultures (e.g., English, Spanish, French, West African) in the United States and analyze their similarities and differences. DOK 2	I can identify early cultures in the United States. I can analyze the similarities and differences in the early cultures of the United States.	Knowledge Reasoning	

literature, the arts) of the United States today investigate factors that promoted cultural diversity in the history of the United States				
SS-5-CS-S-2 Students will examine social institutions (e.g., family, religion, education, government, economy) in the United States and explain their functions	*SS-05-2.2.1* *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 can describe the social institutions in the United States such as government, religion, family, educational systems, and economy. I can explain the role of social institutions in the growth and development of the nation.	Knowledge Reasoning	
SS-5-CS-S-3 Students will describe conflicts that occurred among and between diverse groups (e.g., Native Americans and the early Explorers, Native Americans and the Colonists, the British Government and the English Colonists, Native Americans and the U.S. Government) during the settlement of the United States; explain the causes of these conflicts and the outcomes	SS-05-2.3.1 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. DOK 2	I can describe various interactions that occurred between Native Americans and European Explorers.	Reasoning	
SS-5-CS-S-1 Students will demonstrate				

an understanding of culture and cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts) of diverse groups: investigate factors that promoted cultural diversity in the history of the United States				
SS-5-CS-S-4 Students will describe causes of conflicts between individuals and/or groups today and give examples of how to resolve them peacefully	SS-05-2.3.2 Students will give examples of conflicts between individuals or groups and describe appropriate conflict resolution strategies (e.g., compromise, cooperation, communication). DOK 2	I can describe appropriate resolutions to conflicts between several Early Civilizations as well as with European Explorers.		
	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, bodies of water).** DOK 2	I can explain the patterns of human settlement and how they were influenced by physical characteristics in the early development of the United States.	Reasoning	
	SS-05-4.1.3 *Students will describe how different factors (e.g. rivers, mountains) influence where human activities were/are located in the United States.*	I can describe how factors like rivers and mountains affect human activities in the United States throughout history.		

UNIT TITLE: Colonization		GRADE LEVEL: 5		
DATE: October 1 – November 20 (34 instructional days)				
Program of Studies	**Standards**	**Learning Targets**	**Target Type**	**Resources**
SS-5-CS-S-1 Students will demonstrate an understanding of culture and cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts) of diverse groups: **c)** investigate cultural similarities and differences of diverse groups (e.g., English, French, Spanish and Dutch Colonists, West Africans, Immigrants of the 1800's) during the early development of the United States **d)** research the contributions of diverse groups to the culture (e.g., beliefs, traditions, literature, the arts) of the United States today investigate factors that promoted cultural diversity	SS-05-2.1.1 Students will identify early cultures (e.g., English, Spanish, French, West African) in the United States and analyze their similarities and differences. DOK 2	I can identify early cultures of the US. I can analyze the similarities and differences of the early cultures of the US.	K R	United Streaming/Discovery Education

in the history of the United States				
SS-5-CS-S-2 Students will examine social institutions (e.g., family, religion, education, government, economy) in the United States and explain their functions	*SS-05-2.2.1* *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 can describe the government, economy, education, religion, and family institutions of the early US colonies. I can explain the role of the government, schools, religion, economy, and family institutions of the colonies in the early US.	R R	
SS-5-CS-S-3 Students will describe conflicts that occurred among and between diverse groups (e.g., Native Americans and the early Explorers, Native Americans and the Colonists, the British Government and the English Colonists, Native Americans and the U.S. Government) during the settlement of the United States; explain the causes of these conflicts and the outcomes	SS-05-2.3.1 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. DOK 2	I can describe times of compromise, cooperation, and conflict between Native Americans and early colonists.	R	
SS-5-CS-S-4 Students will describe causes of conflicts between individuals and/or groups today and give examples of how to resolve them peacefully	SS-05-2.3.2 Students will give examples of conflicts between individuals or groups and *describe* appropriate conflict resolution strategies (e.g., compromise, cooperation, communication).	I can identify moments of conflict between Native Americans and the colonists. I can describe ways to resolve the conflicts between the Native Americans and the colonists.	K R	
SS-5-E-S-1 Students will demonstrate	SS-05-3.1.1 Students will describe scarcity and	I can describe scarcity during the time of colonization.	K	

an understanding using information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental) of the connection between resources, limited productive resources and scarcity: **a)** investigate different kinds of resources (e.g., natural, human, capital) **b)** explain how individuals and groups in the United States make economic decisions based upon limited productive resources (natural, human, capital) and give examples of how these decisions create interdependence between individuals, groups and businesses	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	I can explain how scarcity caused colonists to make economic choices.	R	
SS-5-E-S-3 Students will demonstrate an understanding of markets: **a)** explain how goods and services are/were	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	I can give examples of economic markets during Colonization. I can explain similarities and differences between economic	K R	

exchanged investigate and give examples of markets; explain how markets have changed over time during the history of the United States	similarities and differences. DOK 2	markets found during colonial times in the US.		
SS-5-E-S-4 Students will use a variety of sources: **a)** investigate and trace (e.g., write, draw, chart, timeline) change over time in the production, distribution and consumption of goods and services in the United States research specialization in the United States; explain how specialization promotes trade between individuals, groups and businesses in the United States and world; describe the impact of specialization on the production of goods in the United States	SS 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, Twentieth Century to Present). DOK 3 SS-05-3.4.2 Students will describe how new knowledge, technology/tools and specialization increase/increased productivity in the U.S. (Colonization, Industrialization, Twentieth Century to Present). DOK 3	I can describe production, distribution, and consumption of goods during Colonization. I can describe how new technology, knowledge, and tools helped increase productivity in the US during colonial times.	R R	
SS-5-HP-S-1 Students will demonstrate an understanding of the interpretative nature of history using a variety of tools (e.g., primary and secondary sources):	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.	I can use a variety of primary and secondary sources to tell about colonial times in the US.	K	

a) investigate and chronologically describe major events in United States history (e.g., using timelines, charts, fictional and report writing, role playing) **b)** explain and draw inferences about the importance of major events in United States history **c)** examine cause and effect relationships in the history of the United States; identify examples of multiple causes of major historical events				
SS-5-HP-S-2 Students will use information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental): **a)** examine factual and fictional accounts of significant historical events and people in United States history **b)** explore change over time (e.g., transportation,	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			

d) communication, education, technology, lifestyles and conditions) in the United States investigate the events surrounding patriotic symbols, songs, landmarks (e.g., American flag, Statue of Liberty, the Star-Spangled Banner), and selected readings (e.g., Dr. Martin Luther King's speech: I Have a Dream), and explain their historical significance				
	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-5-HP-S-3 Students will investigate patterns across in U.S. history (e.g., major events/conflicts/culture; compare with major events/conflicts/culture to the present)	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			
SS-5-G-S-1 Students will demonstrate an understanding of patterns on the Earth's surface, using a variety of geographic tools (e.g., maps, globes, charts, graphs): **b)** locate, in absolute or relative terms, major landforms and bodies of water in the United States locate and explain patterns on Earth's surface (e.g., how different factors such as rivers, mountains and plains impact where human activities are located)	SS-05-4.1.1 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. DOK 3 SS-05-4.1.2 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. DOK 2	I can use maps, charts, and graphs to identify natural resources. I can use maps, charts, and graphs to identify physical characteristics such as landforms, bodies of water, climate, roads, and bridges. I can analyze patterns of movement and settlement in the United States. I can use maps, charts, and graphs to locate major landforms, bodies of water, places, and objects in the United States by absolute location.	Knowledge Reasoning Performance Skill	
	SS-05-4.1.3	I can describe how factors like rivers		

	Students will describe how different factors (e.g. rivers, mountains) influence where human activities were/are located in the United States. *SS-05-4.1.4* *Students explain how factors in one location can impact other locations (e.g., natural disasters, building dams).*	and mountains affect human activities in the United States throughout history. I can explain how factors such as natural disasters or manmade features in one location can impact other locations.	Reasoning Reasoning	
SS-5-G-S-2 Students will investigate regions on the Earth's surface and analyze information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental): explain how places and regions in the U.S. are defined by their human characteristics (e.g., language, settlement patterns, religious beliefs) and physical characteristics (e.g., climate, landforms,	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, bodies of water). DOK 2 SS-05-4.4.2 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). DOK 2	I can explain the patterns of human settlement and how they were influenced by physical characteristics in the early development of the United States. I can describe how the physical environment promoted and restricted human activities during the early settlement of the United States.	Reasoning Reasoning	
	SS-05-4.4.3 *Students will describe how individuals/groups may have different perspectives about the use*	I can describe how people may have different perspectives about the use of land.	Reasoning	

	of land (e.g., farming, industrial, residential, recreational).			
SS-5-G-S-2 Students will investigate regions on the Earth's surface and analyze information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental): **c)** investigate how advances in technology (e.g., dams, roads, air conditioning, irrigation) over time have allowed people to settle in places previously inaccessible in the United States	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	I can describe how new technology allows people to settle in previously inaccessible places in the United States. I can explain, with examples, how people adapted to and modified the physical environment to meet their needs throughout history.	Reasoning	
SS-5-G-S-3 Students will investigate how humans modify the physical environment: **a)** describe how people modified the physical environment (e.g.,				

dams, roads, bridges) to meet their needs during the early settlement of the United States **b)** analyze how the physical environment (e.g., mountains as barriers or protection, rivers as barriers or transportation) promoted and restricted human activities during the early settlement of the United States c)explain how different perspectives of individuals and groups impact decisions about the use of land (e.g., farming, industrial, residential, recreational) in the United States				

UNIT TITLE: American Revolution/Government & Civics		**GRADE LEVEL: 5**		
DATE: November 26-February 22, 2012 (56 Instructional Days)				
	Standards	**Learning Targets**	**Target Type**	**Resources**
SS-5-CS-S-3 Students will describe conflicts that occurred among and between diverse groups (e.g., Native Americans and the early Explorers, Native	SS-05-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict) that occurred between diverse groups (e.g., Native Americans, European Explorers, English	I can describe the conflict between English colonists and British Parliament in the history of the United States. I can describe an attempted	Knowledge	

Americans and the Colonists, the British Government and the English Colonists, Native Americans and the U.S. Government) during the settlement of the United States; explain the causes of these conflicts and the outcomes	colonists, British Parliament) in the history of the United States. DOK 2	compromise between English colonists/Native Americans and British Parliament.		
SS-5-CS-S-4 Students will describe causes of conflicts between individuals and/or groups today and give examples of how to resolve them peacefully	SS-05-2.3.2 Students will give examples of conflicts between individuals or groups and describe appropriate conflict resolution strategies (e.g., compromise, cooperation, communication). DOK 2	I can give examples of conflict between English colonists and British Parliament and describe an appropriate resolution strategy for it.	Reasoning	
SS-5-GC-S-3 Students will analyze information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental) to describe fundamental values and principles of American democracy (e.g., liberty, justice) found in the Declaration of Independence and the U.S. Constitution; explain their significance today	SS-05-1.3.1 Students will explain the basic principles of democracy (e.g., justice, 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. DOK 3	I can explain the basic principles of democracy. I can analyze why the basic principles of democracy are important to citizens today.	Knowledge Reasoning	
	SS-05-1.2.2 Students will explain why the framers of the Constitution felt it	I can explain why the framers of the Constitution felt it was important to allow shared powers across branches	Reasoning	

	was important to establish a government where powers are shared across different levels (local, state, national/federal) and branches (executive, legislative, judicial). DOK 2	and levels of the government.		
SS-5-GC-S-1 Students will demonstrate an understanding of government, using information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental): **a)** investigate the basic functions of the United States Government, as defined in the Preamble to the U.S. Constitution, (e.g., establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, secure the blessings of liberty) and explain their significance today explain how democratic governments work to promote the "common good" (e.g., making, enacting, enforcing laws that protect	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 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. DOK 3	I can describe the basic purposes of the US Government as defined in the Preamble to the US Constitution. I can identify services provided by the government as described in the preamble to the US Constitution. I can analyze the importance of the services the government provides and the importance of these services to citizens today.	Reasoning Reasoning Reasoning	

rights and property of all citizens)				
	SS-05-1.1.2 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). DOK 3	I can explain and give examples of how a democratic government functions.	Reasoning	
SS-5-GC-S-2 Students will describe the basic duties of the three branches of government (executive, legislative, judicial); explain why the framers of the U.S. Constitution felt it was important to establish a government with limited powers that are shared among different branches and different levels (e.g., local, state, federal)	SS-05-1.2.1 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. DOK 2	I can identify the three branches of government. I can identify important leaders/members associated with each branch of government.	Knowledge Knowledge	
SS-5-GC-S-4 Students will investigate the rights and responsibilities of U.S. citizens: **a)** describe and give	SS-05-1.3.2 Students will describe specific rights and responsibilities individuals have as citizens of the United States (e.g., voting in	I can describe specific rights and responsibilities individuals have as citizens of the United States. I can explain why civic engagement is	Reasoning Reasoning	

examples of specific rights guaranteed to all U.S. citizens in the Bill of Rights (e.g., freedom of religion, freedom of speech, freedom of press) and explain why they are important today describe some of the responsibilities U.S. citizens have in order for democratic governments to function effectively (e.g. voting, community service, paying taxes) and find examples of civic participation in current events/news	national elections) and explain why civic engagement is necessary to preserve a democratic society. DOK 3	necessary in a democratic society.		
SS-5-HP-S-2 Students will use information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental): **c)** examine factual and fictional accounts of significant historical events and people in United States history **d)** explore change over time (e.g., transportation, communication, education, technology, lifestyles and	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	I can describe significant historical events in the American Revolution and in the forming of the New Nation. I can explain the causes and effects of historical events in the Revolution and the forming of America.	Knowledge Reasoning	

conditions) in the United States investigate the events surrounding patriotic symbols, songs, landmarks (e.g., American flag, Statue of Liberty, the Star-Spangled Banner), and selected readings (e.g., Dr. Martin Luther King's speech: I Have a Dream), and explain their historical significance				
SS-5-HP-S-1 Students will demonstrate an understanding of the interpretative nature of history using a variety of tools (e.g., primary and secondary sources): **d)** investigate and chronologically describe major events in United States history (e.g., using timelines, charts, fictional and report writing, role playing) **e)** explain and draw inferences about the importance of major events in United States history **f)** examine cause and effect relationships in the history of the United States; identify	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	I can use a variety of Primary and Secondary sources to describe significant events of the Revolution and forming of our Nation.		

examples of multiple causes of major historical events				

UNIT TITLE: Western Expansion		GRADE LEVEL: 5th		
DATE: February 25-March 29 (25 instructional days)				
Program of Studies	**Standards**	**Learning Targets**	**Target Type**	**Resources**
SS-5-E-S-1 Students will demonstrate an understanding using information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental) of the connection between resources, limited productive resources and scarcity: **c)** investigate different kinds of resources (e.g., natural, human, capital) **d)** explain how individuals and groups in the United States make economic decisions based upon limited productive	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-05-3.3.2* *Students will explain how competition among buyers and sellers influences the price of goods and services in our*	I can describe scarcity during the Expansion period in the U.S. I can explain how scarcity required people to make economic choices and incur opportunity costs during the Expansion period in the U.S. I can explain how profits motivated individuals/businesses to take risks in producing goods and services during the Expansion period in the U.S. I can *explain how competition among buyers and sellers influences the price of goods and services in our state, nation and world.*	K R R R	

resources (natural, human, capital) and give examples of how these decisions create interdependence between individuals, groups and businesses	*state, nation and world.*			
SS-5-E-S-2 Students will demonstrate an understanding of how people deal with scarcity; explain the roles banks play in helping people deal with scarcity (e.g., loan money, save money, lines of credit, interest-bearing accounts)	*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.*	I can explain how profits motivated individuals/businesses to take risks in producing goods and services during the Expansion period in the U.S.	R	
SS-5-E-S-3 Students will demonstrate an understanding of markets: **b)** explain how goods and services are/were exchanged investigate and give examples of markets; explain how markets have changed over time during the history of the United States	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	I can give examples of markets during the Expansion period in the U.S. I can explain similarities and differences between markets during the Colonization and Expansion periods in the U.S.	K R	

UNIT TITLE: Industrialization	**GRADE LEVEL: 5**

DATE: April 8 – May 3 (20 instructional days)				
Program of Studies	**Standards**	**Learning Targets**	**Target Type**	**Resources**
SS-5-CS-S-4 Students will describe causes of conflicts between individuals and/or groups today and give examples of how to resolve them peacefully	SS-05-2.3.2 Students will give examples of conflicts between individuals or groups and describe appropriate conflict resolution strategies (e.g., compromise, cooperation, communication). DOK 2	I can give examples of conflict between groups or individuals during Industrial Revolution. I can describe appropriate ways for groups or individuals to resolve their conflicts during the Industrial Revolution.	Knowledge Reasoning	
SS-5-E-S-1 Students will demonstrate an understanding using information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental) of the connection between resources, limited productive resources and scarcity: **e)** investigate different kinds of resources (e.g., natural, human, capital) **f)** explain how individuals and groups in the United States make economic decisions based upon limited productive resources (natural, human, capital) and give	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	I can describe scarcity during the time of industrialization. I can explain how scarcity caused people to make various economic choices during Industrialization..	Knowledge Reasoning	

examples of how these decisions create interdependence between individuals, groups and businesses				
SS-5-E-S-3 Students will demonstrate an understanding of markets: **c)** explain how goods and services are/were exchanged investigate and give examples of markets; explain how markets have changed over time during the history of the United States	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	I can give examples of economic markets during Industrialization. I can explain similarities and differences between economic markets found during Industrialization of the US.	Knowledge Reasoning	
SS-5-E-S-4 Students will use a variety of sources: **b)** investigate and trace (e.g., write, draw, chart, timeline) change over time in the production, distribution and consumption of goods and services in the United States research specialization in the United States; explain how specialization promotes trade between individuals, groups and businesses in the United States and world; describe the impact of specialization on the	SS 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, Twentieth Century to Present). DOK 3 SS-05-3.4.2 Students will describe how new knowledge, technology/tools and specialization increase/increased productivity in the U.S. (Colonization, Industrialization, Twentieth Century to Present). DOK 3	I can describe production, distribution, and consumption of goods during Industrialization. I can describe how new technology, knowledge, and tools helped increase productivity in the US during Industrialization.	Reasoning Reasoning	

production of goods in the United States				
SS-5-HP-S-1 Students will demonstrate an understanding of the interpretative nature of history using a variety of tools (e.g., primary and secondary sources): **g)** investigate and chronologically describe major events in United States history (e.g., using timelines, charts, fictional and report writing, role playing) **h)** explain and draw inferences about the importance of major events in United States history **i)** examine cause and effect relationships in the history of the United States; identify examples of multiple causes of major historical events	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.	I can use a variety of primary and secondary sources to tell about US during Industrialization.	Knowledge	
SS-5-HP-S-2 Students will use information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and	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*	I can identify the speech of Martin Luther King. I can explain the importance of Martin Luther King's speech to the history of the US.	Knowledge Reasoning	

environmental): **e)** examine factual and fictional accounts of significant historical events and people in United States history **f)** explore change over time (e.g., transportation, communication, education, technology, lifestyles and conditions) in the United States **e)** investigate the events surrounding patriotic symbols, songs, landmarks (e.g., American flag, Statue of Liberty, the Star-Spangled Banner), and selected readings (e.g., Dr. Martin Luther King's speech: I Have a Dream), and explain their historical significance	*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	I can explain reasons for immigrants fleeing to the US during Industrialization. I can compare the reasons immigrants came to the US during different periods in the history of our country.	Reasoning Reasoning	

	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	I can compare changes of technology, communication, transportation, and education over time in the US.	Performance Skill	
SS-5-HP-S-3 Students will investigate patterns across in U.S. history (e.g., major events/conflicts/culture; compare with major events/conflicts/culture to the present)	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	I can describe important events in the Industrialization of the United States. I can explain the cause and effect of important events in the history of the US.	Reasoning Performance Skill	
SS-5-G-S-1 Students will demonstrate an understanding of patterns on the Earth's surface, using a variety of geographic tools (e.g., maps, globes, charts, graphs): **c)** locate, in absolute or relative terms, major landforms and bodies of water in the United States	SS-05-4.1.1 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. DOK 3	I can analyze patterns of movement and settlement in the United States.	Reasoning	
SS-5-G-S-2	SS-05-4.3.2	I can describe how technology allowed	Reasoning	

Students will investigate regions on the Earth's surface and analyze information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental): **d)** investigate how advances in technology (e.g., dams, roads, air conditioning, irrigation) over time have allowed people to settle in places previously inaccessible in the United States	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	people to settle in new places in the US during industrialization. I can explain, with examples, how people adapted the land to meet their needs during Industrialization.	Reasoning	