

Grade 5 Social Studies

Teacher:
Jon Steinke
Lance Krupke
Jared Simpson
Chris Daniels

September 2020

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p>CEQ:</p> <p>**How have people/events affected the growth of the United States?</p> <p>**How do cause/effect relationships affect the development of the United States?</p> <p>**How has freedom shaped the foundation of our country?</p> <p>Native Americans UEQ:</p> <p><i>**Who were the first Americans?</i> <i>**How did the environment affect early</i></p>	<p>Native Americans</p> <p>1. Explain how/why scientists theorize Paleo Americans arrived in North America.</p> <p>2. Compare/Contrast the culture and lifestyles of the Native American tribes of the four regions.</p> <p>3. Discuss how the Native Americans tribes adapted to their environments and used the natural resources available to them. (scarcity/surplus)</p>	<p>Native Americans</p> <p>LT1. I can explain how scientists think the first people came to North America.</p> <p>LT2. I can compare and contrast the Native American tribes of the different regions in North America.</p> <p>LT3. I can give examples of how the Native American tribes adapted to their environments and used the natural resources they had around them.</p>	<p>Native Americans</p> <p>5.4.1.1.1.</p> <p>5.4.4.15.1</p>	<p>Native Americans</p> <p>United Streaming Native Americans: People of the Northwest Coast (Video Guide) Native Americans: People of the Desert Southwest (Video Guide) Native Americans: People of the Plains (Video Guide) Native Americans: People of the Eastern Woodlands (Video Guide)</p> <p>Quiz on Tribal Characteristics</p>	<p>Native Americans</p> <p>Harcourt Social Studies:The United States:Making a New Nation Chapter 2, Lessons 1-5</p> <p>Silver Burdett Ginn Social Studies: The United States Yesterday and Today Chapter 2 (Aztecs, Incans, Mayans)</p> <p>United Streaming Native Americans: People of the Northwest Coast Native Americans: People of the Desert Southwest</p>

<p><i>migration and the cultures of the different Native American tribes?</i></p> <p><i>**What customs, tools, foods, languages, etc. have been passed on to present day America?</i></p> <p>A. Chapter 2, Lesson 1 "Early People" A1. Beringia A2. Early Migration A3. Paleo Indians/ Ancient Cultures</p> <p>B. Chapter 2, Lesson 2 "The Eastern Woodlands" B1. Regional Tribes (Iroquois/Algonquian)</p> <p>C. Chapter 2, Lesson 3 "The Plains" C1. Regional Tribes (Sioux/Cheyenne) C2. Eastern/Central vs. Western/Great Plains</p> <p>D. Chapter 2, Lesson 4 "The Southwest and the West" D1. Regional Tribes (Hopi/Navajo/Shoshone/Nez Perce/Chumash) D2. Trade Networks</p>	<p>4. Identify specific cultural practices among the different Native American tribes and those that still continue up to the present time.</p>	<p>LT4. I can describe Native American cultural practices that still continue today.</p>		<p>Day in the Life Journal Writing (Narrative)</p> <p>Unit Test from Textbook</p> <p>CFA=Region Grid Quiz</p> <p>CSA= Native American Unit Test (Chapter 2)</p>	<p>Native Americans: People of the Plains Native Americans: People of the Eastern Woodlands</p> <p>Youtube videos about:</p> <p>Harvesting wild rice https://www.youtube.com/watch?v=eMJEhX-PIU0</p> <p>Hunting buffalo https://www.youtube.com/watch?v=h9kQtd4_WcU&t=66s</p> <p>Mound Builders https://www.youtube.com/watch?v=xt-u9FBBnhc</p>
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E. Chapter 2, Lesson 5
"The Northwest and the Arctic"
E1. Regional Tribes
(Makah/Chinook/Aleut/
Inuit)

Making maple syrup

["Http://www.youtube.com/watch?v=rVXeBOI4fXY"](http://www.youtube.com/watch?v=rVXeBOI4fXY)

October 2020

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p>The New World Explorers</p> <p>UEQ:</p> <p>**How did trade in the Eastern Hemisphere affect global travel/inventions?</p> <p>**What were the important results of European Exploration for their countries?</p> <p>**What were the lasting effects on the Native Americans due to Exploration?</p> <p>**How did the search for the Northwest Passage lead to the exploration of North America?</p>	<p>The New World Explorers</p> <p>1. Describe how the travels of early merchants such as Marco Polo led other Europeans to search for an easier trade route to Asia.</p> <p>2. Explain how new inventions made navigation and exploration easier.</p> <p>3. Identify the different European explorers and describe their main contributions to New World exploration.</p> <p>4. Defend the value of exploration versus the destruction of the Native American cultures.</p>	<p>The New World Explorers</p> <p>LT1. I can identify early explorers and describe their adventures and main accomplishments while searching for an easier trade route to Asia.</p> <p>LT2. I can name new navigation inventions and describe how they made exploration easier.</p> <p>LT3. I can explain the positive and negative effects of European exploration and the Columbian Exchange on Natives of the New World.</p> <p>LT4. I can describe how the search for a Northwest Passage led to more exploration and</p>	<p>The New World Explorers</p> <p>5.1.2.2.1</p> <p>5.3.1.1.1</p> <p>5.3.2.3.1</p> <p>5.4.1.1.1</p> <p>5.4.1.2.1</p> <p>5.4.4.16.1</p> <p>5.4.4.16.2</p>	<p>The New World Explorers</p> <p>Various Lesson Practice Sheets</p> <p>Video Quizzes</p> <p>Textbook/News of Nations Test</p> <p>Explorers World TODAL Map</p> <p>Christopher Columbus critical reading lesson</p> <p>CFA=Explorer Who Am I?</p> <p>CSA= Explorers Unit Test (Chapter 3, Chapter 4 Lesson 1)</p>	<p>The New World Explorers</p> <p>Harcourt Social Studies The United States:Making a New Nation Chapter 3, Lessons 1-4 and Chapter 4, Lesson 1</p> <p>Explorer News of the Nations (Various Explorers)</p> <p>Explorer Crosswords (Various Explorers)</p> <p>UnitedStreaming:</p> <p>"Exploring the World: The Portuguese Explorers"</p> <p>"Exploring the World: The Viking Explorers"</p> <p>"Animated Hero Classics: Marco Polo"</p> <p>"Animated Hero Classics: Christopher Columbus"</p>

<p>A. Chapter 3, Lesson 1 "Exploration and Technology" A1. Trade With China (Marco Polo) A2. Navigational Tools (The Renaissance) A3. Christopher Columbus (Sea Route to Asia) a. The Columbian Exchange A4. News of the Nation "The Vikings" a. Erik the Red b. Leif Ericsson</p> <p>B. Chapter 3, Lesson 2 "A Changing World" B1. Sea Routes to Asia B2. Exploration of North America</p> <p>C. Chapter 3, Lesson 3 "Spanish Explorations" D1. Cortes Conquers the Aztecs</p>	<p>5. Determine the importance of the search for the Northwest Passage to the exploration of North America</p> <p>6. Compare and contrast the benefits versus the consequences of the Columbian Exchange for Native Americans as well as Europeans.</p>	<p>settlement of present-day North America.</p>			<p>Time Warp Trio "Viking it and Liking It"</p>
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<p>D2. Spanish Search for Gold</p> <p>D3. Reformation of Catholic Church/ Missionaries in America</p> <p>D4. Exploration Continues</p> <p>E. Chapter 3, Lesson 4 "Other Nations Explore"</p> <p>E1. Northwest Passage</p> <p>E2. Other European Countries Exploring North America</p> <p>F. Chapter 4, Lesson 1 "The Spanish Colonies"</p> <p>F1. New Spain Grows</p> <p>F2. Life in New Spain</p> <p>F3. Effect on Native Americans</p>					
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November 2020

December 2020

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
Colonial America	Colonial America	Colonial America	Colonial America	Colonial America	Colonial America
<p>UEQ:</p> <p>**What were the English colonies, and why were each of them settled?</p> <p>**How would you describe the conflicts the colonists had with Native Americans during their settlement of the New World?</p>	<p>1. Identify each of the thirteen colonies, categorize them by region, and describe reasons for settlement.</p> <p>2. Compare/contrast the climate, geography and lifestyles of the New England, Middle, and Southern colonies.</p> <p>3. Analyze the effect(s) of the colonists'</p>	<p>LT1. I can place each of the thirteen colonies and important landforms on a map of the three colonial regions.</p> <p>LT2. I can compare and contrast the climate, geography, reasons for settlement,</p>	<p>5.1.1.1.1</p> <p>5.1.1.1.2</p> <p>5.1.2.2.1</p> <p>5.2.1.1.1</p> <p>5.3.1.1.1</p> <p>5.3.2.3.1</p> <p>5.3.4.10.1</p>	<p>Video Quizzes</p> <p>Practice Sheets form the various lessons</p> <p>News of the Nation Questions</p> <p>3-part Venn Diagram--English, French, and Spanish Colonies</p>	<p>Harcourt Social Studies The United States: Making a New Nation Chapter 4, Lessons 2-4, Chapter 5, Lessons 1-3, Chapter 6, Lesson 1-3, Chapter 7, Lessons 1-3</p> <p>Colonial News of the Nations Colonial America 1-20</p> <p>Slavery Decision-making lesson</p>

<p>**What role did religious freedom play in the settlement of the English colonies?</p> <p>A. Chapter 4, Lesson 2 "The Virginia Colony" A1. The Lost Colony (Roanoke) A2. The Jamestown Colony (Pocahontas, John Smith, John Rolfe) B. Chapter 4, Lesson 3 "The Plymouth Colony" B1. The Plymouth Colony B2. Mayflower Compact C. Chapter 4, Lesson 4 "The French and Dutch" C1. New France C2. New Netherland C3. New Sweden</p>	<p>settlement on Native American lands.</p> <p>4. Explain how religion played a role in the European settlement of the New World.</p> <p>5. Simulate a town meeting to show how citizens can discuss and take action on controversial issues (HM text pg. 170-173)</p>	<p>and lifestyles of the New England, Middle, and Southern colonies.</p> <p>LT3. I can explain the effects of colonial settlement on Native American lands.</p> <p>LT4. I can explain how religion played a role in the European settlement of the New World.</p> <p>LT5. I will participate in a town meeting and explain how citizens can discuss and take action on controversial issues.</p>	<p>5.4.1.1.1</p> <p>5.4.4.16.2</p> <p>5.4.4.16.3</p> <p>5.4.4.16.4</p> <p>5.4.4.16.5</p>	<p>Textbook/News of Nations Quizzes</p> <p>CFA=Colony Note Grid</p> <p>CSA= Colony TODAL Map and Unit Test</p>	<p>UnitedStreaming:</p> <p>Plymouth Plantation</p> <p>Animated Hero Classics: Pocahontas, The First Thanksgiving, Ben Franklin</p> <p>Peanuts: The Mayflower Voyage</p> <p>Dear America:Journey to the New World</p> <p>The American Revolution: From Colonies to Constitution, The American Colonies (Part 1)</p> <p>The New England Colonists: The Pilgrims and Puritans</p> <p>American Geography Closeups: New England States, Mid-eastern States, Southeastern States</p> <p>Making the Thirteen</p>
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<p>C4. Marquette and Joliet/Exploring the Mississippi River C5. Louisiana</p> <p>D. Geography of the Colonies Handout</p> <p>D1. The Three Colonial Regions D2. Geography D3. Climate/ Growing Season D4. Economy</p> <p>E. Chapter 5, Lesson 1 "Settling New England"</p> <p>E1. Plymouth/ Massachusetts Bay E2. Puritans E3. Ann Hutchinson, Roger Williams E4. King Philip's War</p> <p>F. Chapter 5, Lesson 2 "Life in New England"</p> <p>F1. Religious life F2. Home and Community life, Schools F3. Town Meeting</p> <p>G. Chapter 5, Lesson 2 "New</p>					<p>Colonies: New England Colonies, Middle Colonies, Southern Colonies</p>
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<p>England's Economy" G1. Shipping/ Shipbuilding G2. Fishing/ Whaling G3. Farming G4. Triangular Trade G5. Middle Passage H. Middle Passage Packet I. Chapter 6, Lesson 1 "Settling the Middle Colonies" H1. Breadbasket Colonies H2. Geography and Climate H3. New York, New Jersey, Pennsylvania, Delaware J. Chapter 6, Lesson 2 "Life in the Middle Colonies" J1. Immigration J2. The Great Awakening J3. Diversity</p>					
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<p>J4. Religious Tolerance J5. Ben Franklin/ Philadelphia K. Chapter 6, Lesson 3 "Busy Farms and Seaports" K1. Rich Farmlands K2. Sea Ports K3. Imports/ Exports K4. Artisans/ Apprentices</p>					
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January 2021

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
Colonial America	Colonial America	Colonial America	Colonial America	Colonial America	Colonial America
<p>UEQ:</p> <p>**What were the English colonies and why were each of them settled?</p> <p>**How would you describe the conflicts the colonists had with Native Americans during their settlement of the New World?</p> <p>**What role did religious freedom play in the settlement of the English colonies?</p> <p>L. Chapter 7, Lesson 1 "Settling the South"</p>	<p>1. Identify each of the thirteen colonies, categorize them by region, and describe reasons for settlement.</p> <p>2. Compare/contrast the climate, geography and lifestyles of the New England, Middle, and Southern colonies.</p> <p>3. Analyze the effect(s) of the colonists' settlement on Native American lands.</p>	<p>LT1. I can place each of the thirteen colonies and important landforms on a map of the three colonial regions.</p> <p>LT2. I can compare and contrast the climate, geography, reasons for settlement, and lifestyles of the New England, Middle, and Southern colonies.</p> <p>LT3. I can explain the effects of colonial settlement on Native American lands.</p> <p>LT4. I can explain how religion played a role in the European settlement</p>	<p>5.1.1.1.1</p> <p>5.1.1.1.2</p> <p>5.1.2.2.1</p> <p>5.2.1.1.1</p> <p>5.3.1.1.1</p> <p>5.3.2.3.1</p> <p>5.3.4.10.1</p> <p>5.4.1.1.1</p> <p>5.4.4.16.2</p> <p>5.4.4.16.3</p> <p>5.4.4.16.4</p>	<p>Video Quizzes</p> <p>Practice Sheets from the various lessons</p> <p>News of the Nation Questions</p> <p>3-part Venn Diagram--English, French, and Spanish Colonies</p> <p>Textbook/News of Nations Quizzes</p> <p>CFA=Colony Note Grid</p> <p>CSA= Colony TODAL Map and Unit Test</p>	<p>Harcourt Social Studies The United States: Making a New Nation Chapter 4, Lessons 2-4, Chapter 5, Lessons 1-3, Chapter 6, Lesson 1-3, Chapter 7, Lessons 1-3</p> <p>Colonial News of the Nations Colonial America 1-20</p> <p>Slavery Decision-making lesson</p> <p>UnitedStreaming:</p> <p>Plymouth Plantation</p> <p>Animated Hero Classics: Pocahontas, The First Thanksgiving, Ben</p>

<p>L1. Virginia, North Carolina, South Carolina. Maryland, Georgia L2. Slavery L3. Conflict with Natives M. Chapter 7, Lesson 2 "Life in the South" M1. Slavery M2. Plantation Life M3. Free Africans N. Chapter 7, Lesson 3 "The Southern Economy" N1. Cash Crops N2. Plantations, Industry</p>	<p>4. Explain how religion played a role in the European settlement of the New World. 5. Simulate a town meeting to show how citizens can discuss and take action on controversial issues (HM text pg. 170-173)</p>	<p>of the New World. LT5. I will participate in a town meeting and explain how citizens can discuss and take action on controversial issues.</p>	<p>5.4.4.16.5</p>		<p>Franklin Peanuts: The Mayflower Voyage Dear America: Journey to the New World The American Revolution: From Colonies to Constitution, The American Colonies (Part 1) The New England Colonists: The Pilgrims and Puritans American Geography Closeups: New England States, Mid-eastern States, Southeastern States Making the Thirteen Colonies: New England Colonies, Middle Colonies, Southern Colonies</p>
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February 2021

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
The American Revolution	The American Revolution	The American Revolution	The American Revolution	The American Revolution	The American Revolution

<p>UEQ:</p> <p>**How did the French and Indian War create conflict between the colonists and the British government?</p> <p>**What actions by the British government caused resentment by the Colonists?</p> <p>**How did the relationship between the colonies and England change before and during the war ?</p> <p>**Which events in the American Revolution created a shift in power from the British to the Colonists?</p> <p>A. Chapter 8,1 “Fighting for Control”</p>	<p>1. Describe the cause-and-effect relationship between the cost of the French and Indian War and how taxes placed on the American Colonies by the British Government created tension between the two.</p> <p>2. Identify key events (such as the Boston Massacre, The Boston Tea Party, and the Intolerable Acts) that led to increased hostile relationships between the Colonists and the British Parliament, King George III, and the British soldiers.</p> <p>3. Interpret the changing relationship between the Colonies and Britain by classifying characteristics of Loyalists, Patriots, and those undecided.</p> <p>4. Sequence events of the American</p>	<p>LT1. I can explain how the French and Indian War created conflict between colonists and British government.</p> <p>LT2. I can identify and explain events that caused problems between the colonists and Great Britain.</p> <p>LT3. I can give examples of cause-effect relationships of major events during the Pre-Revolution period and provide and support "What if?" situations.</p> <p>LT4. I can explain how greed drove prices for goods up during the Revolutionary War.</p> <p>LT5. I can determine the characteristics of key people of the Revolutionary War Era, classify them as Patriots, Loyalists, or</p>	<p>5.1.2.2.1</p> <p>5.1.4.6.3</p> <p>5.2.2.2.1</p> <p>5.2.4.6.1</p> <p>5.4.1.1.1</p> <p>5.4.1.2.1</p> <p>5.4.1.2.2</p> <p>5.4.2.3.1</p> <p>5.4.4.16.4</p> <p>5.4.4.16.5</p> <p>5.4.4.17.1</p> <p>5.4.4.17.2</p> <p>5.4.4.17.4</p> <p>5.4.4.17.5</p>	<p>Harcourt Study Guides and practice sheets</p> <p>News of Nations Comprehension Questions</p> <p>Various Video Quizzes</p> <p>Revolutionary War Timeline</p> <p>Boston Massacre differing viewpoints lesson</p> <p>Cause and Effect 3-event Graphic Organizer</p> <p>Revolutionary War Who Am I Quiz</p> <p>Writing Activity--Alternative History (Narrative)</p> <p>Writing Activity--Debate between Patriots and</p>	<p>Harcourt Social Studies The United States: Making a New Nation Chapter 8, Lessons 1-5, Chapter 9, Lessons 1-4</p> <p>Revolutionary War News of Nations 1-20</p> <p>American Revolution Videos</p> <p>Liberty's Kids Series</p> <p>Dear America; Winter of Red Snow</p> <p>The American Revolution: From Colonies to Constitution</p> <p>The Revolutionary War Series Field Trips To Yesterday: Historical Boston</p> <p>Animated Hero Classics: George Washington</p>
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<p>A1. The French and Indian War A2. Treaty of Paris 1763 A3. Proclamation of 1763 A4. Paying for the War (taxes) B. Chapter 8, 2 “Colonists Speak Out” B1. Stamp Act B2. Sons/ Daughters of Liberty B3. Committees of Correspondence B4. Townshend Acts B5. The Boston Massacre C. Chapter 8, 3 “Disagreements Grow” C1. Boston Tea Party C2. Coercive Acts C3. 1st Continental Congress C4. Paul Revere’s Ride C5. Lexington & Concord C6. War Begins</p>	<p>Revolutionary time period from the French and Indian War through the Treaty of Paris.</p> <p>5. Provide possible alternative outcomes to major historical events. For example, what could have happened had King George III accepted the colonists' Olive Branch Petition?</p> <p>6. Describe the concept of profit as the motivation for entrepreneurs and how it related to inflation during the Revolutionary War.</p> <p>7. Interpret the connections between three events of the Revolutionary War Era.</p>	<p>Undecided, and describe the roles they played during that time.</p>		<p>Loyalists pg. 274-277 (Persuasive)</p> <p>Revolutionary War Warm Ups</p> <p>CSA= Revolutionary War Test</p>	
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<p>D. Chapter 8, 4 “The Road to War” D1. 2nd Continental Congress D2. Choosing a commander D3. Bunker Hill D4. The Olive Branch Petition</p> <p>E. Chapter 8, 5 “Declaring Independence” E1. Thomas Paine/ Common Sense E2. Declaration of Independence E3. 4th of July E4. Articles of Confederation</p> <p>F. Chapter 9, 1 “Americans and the Revolution” F1. Patriots/ Loyalists/ Neutral F2. Personal/ Economic Hardships F3. Women of the War F4. Africans in War F5. Native American Alliances</p>					
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**G. Chapter 9,
Lesson 2 “Fighting
For Independence”**

G1. Comparing
Patriots and British
Armies

G2. Early Battles
of Revolutionary
New York/Trenton)

G3. Important
Battles in the War
(Saratoga/Valley
Forge)

G4. Help from other
nations

**H. Chapter 9, 3
“Winning
Independence”**

H1. Revolutionary
Heroes-men &
women

H2. War moves to
South (Savannah,
Charles Town)

H3. War
Ends(Yorktown)

**I. Chapter 9, 4
“Effects of the War”**

I1. Treaty of Paris
1883

I2. Attempts to End
Slavery

I3. Northwest Territory I4. Fighting with Natives over land					
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March 2021

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p>Foundations of American Government</p> <p>UEQ: **Why did the Articles of Confederation fail as the first form of government in the United States? **How did the new constitution prove to be stronger than the Articles of</p>	<p>Foundations of American Government</p> <p>1. Compare/Contrast the Articles of Confederation and the Constitution. 2. Identify the three branches of the government and the basic responsibilities of each branch. 4. Describe the system of checks and balances</p>	<p>Foundations of American Government</p> <p>LT1. I can explain why the Articles of Confederation was not a good form of government. LT2. I can compare and contrast the Articles of Confederation and the Constitution. LT3. I can name the three branches of government and the function of each</p>	<p>Foundations of American Government</p> <p>5.1.1.1.1 5.1.2.2.1 5.1.3.4.1 5.1.4.6.1 5.1.4.6.2 5.1.4.6.3 5.1.4.7.1</p>	<p>Foundations of American Government</p> <p>Harcourt Study Guides And Practice Sheets News of Nations Comprehension Questions CFA=Venn Diagram for Articles of Confederation and Constitution</p>	<p>Foundations of American Government</p> <p>Harcourt Social Studies The United States: Making a New Nation Chapter 10, Lessons 1-4 Government News of Nations 1-20 American Government Videos Branches of</p>

<p>Confederation?</p> <p>**Why did Congress create three branches of government and a system of checks and balances?</p> <p>**Why did citizens want a Bill of Rights included with the constitution?</p> <p>**What role do citizens play in a democratic government?</p> <p>A. Chapter 10,1 “The Constitutional Convention” A1. Shays Rebellion A2. Federal and Republic systems A3. Virginia/New Jersey Plans, Great</p>	<p>to separate power between the three branches of the government.</p> <p>4. Explain the protections the Bill of Rights provides to U.S. citizens.</p> <p>5. Illustrate multiple ways citizens can participate in a democratic government.</p>	<p>branch.</p> <p>LT4. I can explain what the Bill of Rights is and why the citizens wanted it.</p> <p>LT5. I can explain citizen roles in a democratic government.</p>	<p>5.4.1.1.1</p> <p>5.4.2.3.1</p> <p>5.4.4.17.5</p> <p>5.4.4.17.6</p> <p>5.4.4.17.7</p>	<p>CSA= Government Quiz with Citizenship Test Questions</p>	<p>Government Video</p> <p>Peanuts: Constitutional Convention</p> <p>United Streaming:</p> <p>The Almost Painless Guide to the Constitution</p>
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Compromise A4. ⅔ Compromise					
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April 2021

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
Foundations of American Government B. Chapter 10,2 “Three Branches of Government” B1. The Preamble B2. Legislative Branch B3. Executive Branch B4. Judicial Branch	Foundations of American Government 1. Compare/Contrast the Articles of Confederation and the Constitution. 2. Identify the three branches of the government and the basic responsibilities of each branch.	Foundations of American Government LT1. I can explain why the Articles of Confederation was not a good form of government. LT2. I can compare and contrast the Articles of Confederation and the Constitution.	Foundations of American Government 5.1.1.1.1 5.1.2.2.1 5.1.3.4.1 5.1.4.6.1 5.1.4.6.2 5.1.4.6.3	Foundations of American Government Houghton Mifflin Study Guides News of Nations Comprehension Questions CFA=Venn Diagram for Articles of Confederation and Constitution CSA= Government Quiz	Foundations of American Government Houghton Mifflin Social Studies United States History, The Early Years Chapters 9 News of Nations Government 1-20 American Revolution Videos

<p>B5. Amending the Constitution</p> <p>C. Chapter 10, 3 “The Bill of Rights”</p> <p>C1. Ratifying the Constitution</p> <p>C2. The Bill of Rights</p> <p>C3. The New Government/ President Washington</p> <p>D. Chapter 10, 4 “A Constitutional Democracy”</p> <p>D1. Sharing Powers</p> <p>D2. Checks and Balances</p> <p>D3. State Powers</p> <p>D4. Rights and Responsibilities/ Voting</p> <p>D5. Citizenship</p>	<p>4. Describe the system of checks and balances to separate power between the three branches of the government.</p> <p>4. Explain the protections the Bill of Rights provides to U.S. citizens.</p> <p>5. Illustrate multiple ways citizens can participate in a democratic government.</p>	<p>LT3. I can name the three branches of government and the function of each branch.</p> <p>LT4. I can explain what the Bill of Rights is and why the citizens wanted it.</p> <p>LT5. I can explain citizen roles in a democratic government.</p>	<p>5.1.4.7.1</p> <p>5.4.1.1.1</p> <p>5.4.2.3.1</p> <p>5.4.4.17.5</p> <p>5.4.4.17.6</p> <p>5.4.4.17.7</p>	<p>with Citizenship Test Questions</p>	<p>Branches of Government Video</p> <p>Peanuts: Constitutional Convention</p> <p>United Streaming:</p> <p>The Almost Painless Guide to the Constitution</p>
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May 2021

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p>Fundamental Concepts of Economics</p> <p>UEQ:</p> <p>**What are the advantages/disadvantages of citizens paying taxes?</p> <p>**In what ways are tax dollars used today to improve local, state, and federal government programs versus colonial times?</p> <p>**In what ways can</p>	<p>Fundamental Concepts of Economics</p> <p>1. Determine advantages and disadvantages of saving and spending earned income.</p> <p>2. Identify government use of tax dollars at all levels of government.</p>	<p>Fundamental Concepts of Economics</p> <p>LT1. I can explain the advantages and disadvantages of saving money earned instead of spending it.</p> <p>LT2. I can explain the advantages and disadvantages of citizens paying taxes.</p>	<p>Fundamental Concepts of Economics</p> <p>5.1.1.1.1</p> <p>5.1.1.1.2</p> <p>5.1.4.6.3</p> <p>5.2.2.2.1</p> <p>5.2.4.6.1</p>	<p>Fundamental Concepts of Economics</p> <p>Writing--Letter to Principal/City Council addressing local issue of concern (Persuasive)</p> <p>CFA=Social Issue Problem and Solution Flow Chart</p> <p>CSA= Economy Quiz</p>	<p>Fundamental Concepts of Economics</p> <p>“Economics” Teacher Guide</p> <p>Guest Speakers</p>

<p>people save the money they earn, and what are ways to spend it positively or negatively?</p> <p>**What are some current problems in society and how could they be solved?</p> <p>A. Taxpaying Systems B. Personal Income and Savings C. Societal Issues</p>	<p>3. Construct a personal budget based on a fixed income.</p> <p>4. Identify a current societal issue and debate individual points of view around multiple plans of action.</p>	<p>LT3. I can give examples of how the government collects and uses taxes and fees today compared to colonial times.</p> <p>LT4. I can identify a current social problem and provide possible solutions for it.</p>			
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