2018 - 2019

Grade 5
SOCIAL STUDIES
Curriculum Map

Volusia County Schools
Next Generation Sunshine State Standards
Fifth Grade Overview

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
<table>
<thead>
<tr>
<th>Strand</th>
<th>Benchmarks/Learning Targets</th>
<th>Academic Language</th>
</tr>
</thead>
</table>
| Throughout All Units | **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  
timelines  
historical timelines  
current information  
historical information  
geographic tools  
historical events  
geographic features  
physical map  
political map  
thematic map  
territories  
capital  
natural events  
geological events  
physical environments  
detours  
Current events  
significant events |
| | **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. | |
| | **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. | |
<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Benchmarks/Learning Targets</th>
<th>Academic Language</th>
<th>Pacing: 1st Nine Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand</td>
<td><strong>American History and Geography</strong></td>
<td></td>
<td>Social Studies Alive! America’s Past Teachers’ Curriculum Institute (TCI) Lesson Guide Ch. 3 pp. 29-42 Student Edition Ch. 3 pp. 29 – 37</td>
</tr>
</tbody>
</table>
| SS.5.A.2.1 Compare cultural aspects of ancient American civilizations (Aztec/Mayas; Mound Builders/Anasazi/Inuit). | **Students will:**  
- describe the cultural aspects of various ancient American civilizations.  
- 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. | **nomadic nations**  
**cliff dwellers**  
**coastal tribes**  
**woodland tribes**  
**Pueblo people**  
**geographic regions**  
**cultural similarities/differences**  
**ancient civilizations**  
**Aztec**  
**Maya**  
**Mound Builders**  
**Anasazi** | Firsthand accounts by Hernan Cortes (Newsela.org excerpt) and Desire Charney (Core Knowledge excerpt)  
“*The Rise of Early American Civilizations: The Maya*” and “Aztec City on the Water’s Edge”  
**Core Knowledge** |
| 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. | | |
| 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. | | |
| 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. | | |
<table>
<thead>
<tr>
<th>Strand</th>
<th>Benchmarks/Learning Targets</th>
<th>Academic Language</th>
<th>Resources</th>
</tr>
</thead>
</table>
| American History and Geography | SS.5.A.2.2 Identify Native American tribes from different geographic regions of North America (cliff dwellers and Pueblo people of the desert Southwest, coastal tribes of the Pacific Northwest, nomadic nations of the Great Plains, woodland tribes east of the Mississippi River). Students will:  
  • identify the four geographic regions that North American tribes primarily occupied.  
  • describe major characteristics of Native American tribes | cultural aspects, migration, natural resources, adaptations, cliff dwellers, coastal tribes, nomadic nation, Great Plains | Social Studies Alive! America’s Past Teachers’ Curriculum Institute (TCI) Lesson Guide Ch. 2 pp. 17-28 Student Edition Ch. 2 pp. 17 – 23 |
|                              | SS.5.A.2.3 Compare cultural aspects of Native American tribes from different geographic regions of North America, including but not limited to, clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment. Students will:  
  • describe the cultural aspects of various Native American tribes.  
  • evaluate how geography contributed to cultural similarities and differences among Native American tribes.  
  • compare and contrast the cultural aspects of two Native American tribes. |                      |                                                                            |
|                              | 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 |                      |                                                                            |
| Civics                       | 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. Note: Celebrate Constitution Week (Week of September 17th). | civic responsibilities, citizen, jury, taxes, American democracy, political responsibilities, public policy, political campaigns, 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 |
|                              | 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. |                      |                                                                            |
<table>
<thead>
<tr>
<th>Strand</th>
<th>Benchmarks/Learning Targets</th>
<th>Academic Language</th>
<th>Resources</th>
</tr>
</thead>
</table>
| Civics    | **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.  
**SS.5.C.2.3 Analyze how the Constitution has expanded voting rights from our nation’s early history to today.**  
Students will:  
- explain how groups have gained the right to vote since the Bill of Rights.  
- analyze major events that contributed to changing attitudes regarding suffrage (e.g., populism, the Civil War, women’s role during World War I, the civil rights movement).  
**SS.5.C.3.5 Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.**  
Students will:  
- identify rights granted citizens in the Bill of Rights.  
- explain the importance of the Bill of Rights to United States citizens, examples may include, but are not limited to, freedom of speech, freedom of religion, the right to assemble, right to a fair trial, and rights of the accused.  
- of the accused. Note: Students do not have to memorize the specific amendment number. | Bill of Rights Amendment Constitution Voting rights | Social Studies Alive! America’s Past Teachers’ Curriculum Institute (TCI) Lesson Guide Ch. 15 pp. 183-194 Student Edition Ch. 15 pp. 201 – 209 |
<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Strand</th>
<th>Benchmarks/Learning Targets</th>
<th>Academic Language</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV</td>
<td>Civics</td>
<td>SS.5.C.1.5 Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution. &lt;br&gt;Students will: &lt;br&gt;• define the meaning and purpose of the Bill of Rights. &lt;br&gt;• explain the philosophical and practical concerns that led individuals to support or oppose the addition of a Bill of Rights to the Constitution.</td>
<td>Bill of Rights Constitution Legislative Executive Judicial Federal Government</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</td>
</tr>
<tr>
<td>IV</td>
<td>Civics</td>
<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. &lt;br&gt;Students will: &lt;br&gt;• 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. &lt;br&gt;• explain why the Constitution divided the federal government into three branches.</td>
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<tr>
<td>IV</td>
<td>Civics</td>
<td>SS.5.C.3.4 Describe the amendment process as defined in Article V of the Constitution and give examples. &lt;br&gt;Students will: &lt;br&gt;• identify examples of amendments that have been ratified and become part of the Constitution. &lt;br&gt;• 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>
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<td>IV</td>
<td>Civics</td>
<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. &lt;br&gt;Students will: &lt;br&gt;• define the terms popular sovereignty, rule of law, separation of powers, checks and balances, federalism. &lt;br&gt;• 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.</td>
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<tr>
<td>IV</td>
<td>Civics</td>
<td>SS.5.C.3.3 Give examples of powers granted to federal government and those reserved for the states. &lt;br&gt;Students will: &lt;br&gt;• identify powers granted to federal and state governments &lt;br&gt;• 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>Unit 2</td>
<td>Benchmarks/Learning Targets</td>
<td>Academic Language</td>
<td>Pacing: 2nd Nine Weeks</td>
<td></td>
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</tbody>
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| **Strand** | **SS.5.A.3.2 Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.** Students will:  
- classify key information about European explorers, including their nationality, sponsoring country, motives, dates of travel, routes taken to North America, and major accomplishments.  
- locate on a map routes taken by European explorers. | Nationality  
accomplishments  
Conquistadors  
Northwest Passage  
East Indies  
sponsoring country  
motive  
routes of travel  
accomplishments | **Resources**  
Social Studies Alive! America’s Past  
Teachers’ Curriculum Institute (TCI)  
Lesson Guide Ch. 5 pp. 55- 66  
Student Edition Ch. 5 pp. 57-71  
Core Knowledge  
Chapter 4-8  
U.S. History.org-Britain in the New World, The Colonies  
Common Lit-Learning to Read |
| **American History and Economics** | **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, European explorers, and colonists.  
- identify trade items that were exchanged by Native Americans, European explorers, and colonists.  
- analyze the short-term and long-term effects voluntary trade had among the Native Americans, European explorers, and colonists. | Economic growth | |
| **American History** | **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. | Economic  
politics  
socio-cultural  
colonial  
settlement  
settlement  
Debtor  
material  
interactions  
religious  
reasons | |

| **American History** | **SS.5.A.3.3 Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.** Students will:  
- examine contact between Europeans and Native Americans and how they interacted.  
- examine the enslavement of Native Americans by Europeans.  
- examine the introduction of slaves from Africa.  
- identify areas of North America occupied by various European countries. analyze and summarize the motives of the English, French, Dutch, and Spanish in North America. | economic  
politics  
socio-cultural  
colonial  
settlement  
Puritans  
Quakers  
Debtors  
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 |
<table>
<thead>
<tr>
<th>Unit 2</th>
<th>Benchmarks/Learning Targets</th>
<th>Academic Language</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strand</strong></td>
<td><strong>SS.5.A.4.1 Identify the economic, political and socio cultural motivation for colonial settlement.</strong></td>
<td><strong>Political participation</strong></td>
<td><strong>American History, Economics, and Civics</strong></td>
</tr>
<tr>
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<td>Students will:</td>
<td><strong>New England colonies</strong></td>
<td><strong>Social Studies Alive! America’s Past</strong></td>
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<tr>
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<td>• describe the economic and political reasons for colonial settlement.</td>
<td><strong>Middle colonies</strong></td>
<td>Teachers’ Curriculum Institute (TCI)</td>
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<td>• identify socio-cultural reasons for colonial settlement.</td>
<td><strong>Southern colonies</strong></td>
<td>Lesson Guide Ch. 7 pp. 81-92 Student</td>
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<td>• 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.</td>
<td><strong>colonial period</strong></td>
<td>Edition Ch. 7 pp. 85 – 97</td>
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<tr>
<td></td>
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<td><strong>plantations</strong></td>
<td><strong>SS.5.E.1.2 Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.</strong></td>
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<td><strong>industries</strong></td>
<td>Students will:</td>
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<td><strong>assembly</strong></td>
<td>• define the term, “market economy”</td>
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<td><strong>apprentice</strong></td>
<td>• identify examples of how the colonial and early American economy exhibited characteristics of a market economy.</td>
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<td>• explain how supply and demand work in a market economy.</td>
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<td><strong>SS.5.A.4.2 Compare characteristics of New England, Middle, and Southern colonies.</strong></td>
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<td>Students will:</td>
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<td><strong>SS.5.C.2.2 Compare forms of political participation in the colonial period to today.</strong></td>
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<td>• describe the societal and cultural similarities and differences of the New England, Middle, and Southern colonies.</td>
<td>Students will:</td>
<td>Students will:</td>
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<tr>
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<td>• describe and/or analyze how geography and climate influenced the New England, Middle, and Southern colonies.</td>
<td>• describe forms of political participation in the colonial period.</td>
<td>• describe forms of political participation in the colonial period.</td>
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<td></td>
<td>• explain how natural resources influenced the occupations and economics of the New England, Middle, and Southern colonies.</td>
<td>• identify ways citizens participate in the political process today.</td>
<td>• identify ways citizens participate in the political process today.</td>
</tr>
<tr>
<td></td>
<td>• identify the colonies included in the New England, Middle, and Southern</td>
<td>• 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>• compare forms of political participation during the colonial period to forms of political participation today, focusing on who participates and how they participate.</td>
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<td><strong>SS.5.A.3.1 Describe technological developments that shaped European exploration.</strong></td>
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<td>Students will:</td>
<td>Students will:</td>
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<td>• identify the European technological developments that occurred shortly before the European exploration of North America (e.g., mapmaking, navigation, shipbuilding).</td>
<td>• identify the European technological developments that occurred shortly before the European exploration of North America (e.g., mapmaking, navigation, shipbuilding).</td>
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<td>• describe the significance of technology to European exploration.</td>
<td>• describe the significance of technology to European exploration.</td>
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<td>• explain how new technology led to world exploration.</td>
<td>• explain how new technology led to world exploration.</td>
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<tr>
<td>Strand</td>
<td>Benchmarks/Learning Targets</td>
<td>Academic Language</td>
<td>Resources</td>
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<td><strong>SS.5.A.4.3 Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.</strong> Students will:</td>
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<td></td>
<td>• identify individuals responsible for the development of governments the New England, Middle, and Southern colonies.</td>
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<td>• 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, Olaudah Equiano, George Whitefield, Roger Williams, John Winthrop, John Smith, John Rolfe, James Oglethorpe, Anne Hutchinson, Lord Baltimore</td>
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<td><strong>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:</td>
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<td>• describe the main industries and occupations of the thirteen colonies.</td>
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<td>• describe how governments developed in the thirteen colonies.</td>
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<td>• explain the role of religion in the thirteen colonies.</td>
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<td><strong>SS.5.G.1.5 Identify and locate the original thirteen colonies on a map of North America.</strong> Students will:</td>
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<tr>
<td></td>
<td>• identify the original thirteen colonies of North America.</td>
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<tr>
<td></td>
<td>• locate the original thirteen colonies on a map of North America.</td>
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<tr>
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<td>Academic Language</td>
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| **American History and Geography** | 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. | Slave trade  
indentured servitude  
slavery  
Triangular Trade  
Slave auctions  
imports  
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 |
| | 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. | | |
| | 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. | | |
<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Benchmarks/Learning Targets</th>
<th>Academic Language</th>
<th>Resources</th>
</tr>
</thead>
</table>
| **American History** | SS.5.A.5.1 Identify and explain significant events leading up to the American Revolution.  
*Students will:*  
- describe the significance of the French and Indian War and its impact on England, the colonists, and Native Americans.  
- explain the primary conflicts American colonists had with England and analyze how these unresolved conflicts led to the American Revolution.  
- identify key events that led to the American Revolution.  
- describe why American colonists protested against England and the colonists’ methods of protest.  
 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 | French and Indian War  
American Revolution  
Patriot  
Loyalist  
American Revolution independence | Social Studies Alive! America’s Past  
Teachers’ Curriculum Institute (TCI) Lesson Guide Ch. 10 pp. 123-134  
Student Edition Ch. 10 pp.133 – 141 |
| **American History and Civics** | SS.5.A.5.2 Identify significant individuals and groups who played a role in the American Revolution.  
*Students will:*  
- identify political leaders of the American Revolution.  
- evaluate the impact that significant individuals and groups had on the American Revolution.  
 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. | | Social Studies Alive! America’s Past  
Teachers’ Curriculum Institute (TCI) Lesson Guide Ch. 11 pp. 135-146  
Student Edition Ch. 11 pp.147 – 155 |
| **SS.5.C.2.1 Differentiate political ideas of Patriots, Loyalists, and “undecideds” during the American Revolution.**  
*Students will:*  
- explain why many colonies would choose to side with the British during the American Revolution.  
- describe the political philosophy of American Patriots and why those ideas led them to declare independence from the British Empire.  
- examine the potential motivations behind the “undecided” decision to avoid taking a side during the American Revolution.  
- compare and contrast Patriots, Loyalists, and “undecided” in terms of political philosophy. | | |
<table>
<thead>
<tr>
<th>Unit 3</th>
<th><strong>Strand</strong></th>
<th><strong>Benchmarks/Learning Targets</strong></th>
<th><strong>Academic Language</strong></th>
<th><strong>Resources</strong></th>
</tr>
</thead>
<tbody>
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<td>American History and Civics</td>
<td>SS.5.C.1.6 Compare Federalist and Anti-Federalist views of government. &lt;br&gt; <em>Students will:</em> &lt;br&gt; • identify the key components of the Anti-Federalist government that leaders set up under the Articles of Confederation. &lt;br&gt; • identify the Anti-Federalists’ views on the role of state and national government. &lt;br&gt; • identify key components of a federal system of government as envisioned by the Federalists. &lt;br&gt; compare and contrast the Federalist and Anti-Federalist views of government.</td>
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<td>American History, Civics, and Geography</td>
<td>SS.5.A.5.4 Examine and explain the changing roles and impact of significant women during the American Revolution. &lt;br&gt; <em>Students will:</em> &lt;br&gt; • describe a woman’s typical role during the American Revolution. &lt;br&gt; • identify women who fought on the battlefield alongside men during the American Revolution. &lt;br&gt; • explain the influences of Abigail Adams and Martha Washington during the American Revolution. &lt;br&gt; • 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.</td>
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<td>American History, Civics, and Geography</td>
<td>SS.5.A.5.5 Examine and compare major battles and military campaigns of the American Revolution. &lt;br&gt; <em>Students will:</em> &lt;br&gt; • identify and describe the first battles of the American Revolution. &lt;br&gt; • identify and describe the effects of major battles of the American Revolution. &lt;br&gt; • explain why the Battle of Saratoga was a turning point in the American Revolution. &lt;br&gt; • 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.</td>
<td>Battle of Saratoga</td>
<td><strong>Social Studies Alive! America’s Past</strong> Teachers’ Curriculum Institute (TCI) Lesson Guide Ch. 13 pp. 159-170 Student Edition Ch. 13 pp. 173-185</td>
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### Unit 3

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<tr>
<th>Strand</th>
<th>Benchmarks/Learning Targets</th>
<th>Academic Language</th>
<th>Resources</th>
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<td>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:</td>
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<td>• explain the purpose of the Mayflower Compact and Declaration of Independence.</td>
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<td>• explain the significance of the Declaration of Independence to both the colonists and England.</td>
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<td>• identify the motivation of Thomas Paine’s pamphlet, Common Sense.</td>
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<td>• 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.</td>
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<td>SS.5.A.5.7 Explain economic, military, and political factors which led to the end of the Revolutionary War. Students will:</td>
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<td>• explain the British southern strategy and how its failure led to the end of the war.</td>
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<td>• explain the Treaty of Paris and what it meant for the colonists.</td>
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<td>• 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.</td>
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<td>SS.5.A.5.6 Identify the contributions of foreign alliances and individuals to the outcome of the Revolution. Students will:</td>
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<td>• describe the contributions that France made to the outcome of the American Revolution.</td>
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<td>• explain why foreign alliances were important to the outcome of the American Revolution.</td>
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<td>• 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.</td>
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<td>SS.5.C.1.1 Explain how and why the United States government was created. Students will:</td>
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<td>• identify economic problems the United States faced after the Revolutionary War.</td>
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<td>• identify political problems the United States faced after the Revolutionary War.</td>
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<td>• describe the powers the Articles of Confederation did and did not give Congress.</td>
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<td>• explain the goals of the Constitutional Convention.</td>
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<td>• describe the compromise made during the writing of the Constitution.</td>
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<td>SS.5.C.1.4 Identify the Declaration of Independence's grievances and Articles of Confederation’s weaknesses.</td>
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<td>Students will:</td>
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<td>• describe the grievances against the English contained in the Declaration of Independence.</td>
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<td>• analyze the weaknesses of the Articles of Confederation, specifically noting its limits to federal authority.</td>
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<td>• identify powers the Articles of Confederation gave the state and the national governments</td>
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<td>SS.5.A.5.7 Explain economic, military, and political factors which led to the end of the Revolutionary War.</td>
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<td>SS.5.A.5.8 Evaluate the personal and political hardships resulting from the American Revolution.</td>
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<td>Students will:</td>
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<td>• identify the effects the American Revolution had on families and individuals (both Patriots and Tories).</td>
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<td>• describe what life was like during the Revolutionary War for both soldiers and the families left at home.</td>
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<td>• explain how inflation affected the colonies during the American Revolution.</td>
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<td>• 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</td>
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<td>SS.5.A.5.9 Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787).</td>
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<td>Students will:</td>
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<td>• describe the effect land policies developed under the Confederation Congress had on American settlers and Native Americans.</td>
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<td>• describe the impact land policies had developed under the Confederation Congress had on Native Americans.</td>
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<td>• 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</td>
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<td><strong>American History, Civics, and Geography</strong></td>
<td><strong>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.</strong>&lt;br&gt;<strong>Students will:</strong>&lt;br&gt;• identify the significance of the Constitution of the United States of America.&lt;br&gt;• explain how the issue of representation was resolved during the Constitutional Convention.&lt;br&gt;• describe why some people opposed the new Constitution.&lt;br&gt;• 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.”</td>
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<td><strong>SS.5.C.1.5 Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.</strong>&lt;br&gt;<strong>Students will:</strong>&lt;br&gt;• define the meaning and purpose of the Bill of Rights.&lt;br&gt;• explain the philosophical and practical concerns that led individuals to support or oppose the addition of a Bill of Rights to the Constitution.</td>
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<td><strong>SS.5.A.6.1 Describe the causes and effects of the Louisiana Purchase.</strong>&lt;br&gt;<strong>Students will:</strong>&lt;br&gt;• identify reasons why the United States was interested in North American territory controlled by France.&lt;br&gt;• identify the key countries and individuals involved in the Louisiana Purchase.&lt;br&gt;• explain the effects of the Louisiana Purchase on the United States.</td>
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<td><strong>SS.5.A.6.2 Identify roles and contributions of significant people during the period of westward expansion.</strong>&lt;br&gt;<strong>Students will:</strong>&lt;br&gt;• explain the purpose and expectations for Lewis and Clark on their western expedition.&lt;br&gt;• 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.</td>
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| **American History, Civics, and Geography** | **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. | | |
| | **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 Fortyniners, and the Oregon Trail. | | |
| | **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. | | |

**Medal of Honor Day must be recognized and instructed on or before March 25th according to s. 1003.42, F.S.**
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| 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. | Missouri Compromise Congress Advancements | Social Studies Alive! America's Past  
Teachers' Curriculum Institute (TCI)  
Lesson Guide Ch. 18 pp. 221-231  
Student Edition Ch. 18 pp. 247-255 |
| SS.5.G.4.2 Use geography concepts and skills, such as recognizing patterns, mapping, graphing, to find solutions for local, state or national problems. *Students will:*  
  - identify patterns of natural events on physical maps.  
  - describe solutions for avoiding or preparing for natural events.  
  - use mapping skills to find solutions to such problems as finding detours during road construction. | | |
| 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. | | |
| 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. | | |
| Unit 4 |  |  |  |  |  |
|---|---|---|---|---|
| Strand | Benchmarks/Learning Targets |  |  |  |
| American History, Economics, and Geography | **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. |  |  |  |
|  | **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. |  |  |  |
|  | **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.**  
_Students will:_  
• 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. |  |  |  |
|  | **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. |  |  |  |