

Unit 1: Early Life East & West
Grade 5



Unit Overview	Titles of Key Lessons (Scott Foresman)	Supplemental Resources
<p>The Student will be able to:</p> <ul style="list-style-type: none"> • Explain why and how early people migrated from Asia to the Americas. • Identify how the way of life of the first American changed as the climate became warmer. • Interpret information about climate on a graph. • Explain how the Anasazi were able to farm in the desert. • Identify the reasons for the development of the Mayan civilization. • Explain how the roads helped to unite the Incan Empire. • Explain how decisions were made in the Iroquois League and how their customs are kept alive today. • Describe the way of life of people in the Great Plains cultural region. • Understand the effect of the horse on the lives of the Cheyenne. • Explain the causes and effects of Marco Polo’s journey. • Identify significant individuals who contributed to the movement of people, goods, and ideas throughout the Eastern hemisphere, such as Zheng He. • Describe Mansa Musa’s rule and his pilgrimage to Mecca. • Describe the importance of the Renaissance and relate it to advances in navigation. 	<ul style="list-style-type: none"> • Life in the Western Hemisphere pp. 52-72 • Natives of North Americans pp. 74-97 • Life in the Eastern Hemisphere pp. 100-117 	<p>Compass Learning 607 Exploring the Ancient Mayans 409 The Ancient Mayan Civilization 441 The Aztec Empire 617 Exploring the Ancient Aztecs 629 Exploring the Incas 443 The Incan Empire</p> <p>Literature Library Children of the Longhouse Archeology</p> <p>United Streaming Native Americans: The First Peoples (21:00) Native Americans: American Heritage Series (20:00) Ancient Americans: The Mayas and Aztecs (33:44) Peru: Inca Heritage (17:07)</p> <p>Virtual Field Trips/Internet Links www.sfsocialstudies.com www.nationalgeographic.com www.pbs.org www.mariner.org</p> <p>Workbook Pages 13-33 Vocabulary Workbook Pages 13-26 Every Student Learns Teacher’s Guide Pages 22-61 Transparencies 1, 6, 9, 21, 23, 26, 27, 28, 29, 30, 31, 32 Quick Study Pages 12-31 Social Studies Plus! Pages 20-45 Read Aloud and Primary Sources Pages 17-33</p>

Unit 1: Early Life East & West Grade 5



Assessment Options

Formal Assessments

Lesson Reviews: Student/Teacher Edition: pp. 57, 64, 69, 80, 85, 91, 97, 104, 109, 115
Chapter Reviews: Student/Teacher Edition: pp. 72-72, 98-99, 118-119
Chapter Tests: Assessment Book pp. 17-20
Exam View and Mindpoint Quiz Show

Informal Assessment

Teacher's Edition Questions throughout lessons-blue circles highlight white numbers
Section Reviews: Student/Teacher Edition pp. 55-57, 61-64, 67-69, 77-80, 83-85, 89-91, 95-97, 103-104, 107-109, 111-115
Close and Assess: Teacher Edition pp 57, 59, 64, 65, 69, 71, 80, 81, 85, 87, 91, 93, 97, 014, 105, 109, 115, 117

Portfolio Assessment

Portfolio Assessment: Teacher Edition pp.45, 46, 123
Leveled Practice: Teacher Edition pp. 56, 61, 68, 79, 84, 90, 96, 104, 108, 111
Workbook Pages: pp. 13-33
Chapter Review: Write About History: Teacher Edition pp. 73, 99, 119
Unit Review: Apply Skills: Student/Teacher Edition pp. 73, 99, 119
Unit Review: Apply Skills: Student/Teacher Edition p. 112
Curriculum Connection: Writing: Student/Teacher Edition pp 64, 80, 97 Teacher Edition 85, 104

Performance Assessment

Hands-on Unit Project: Teacher Edition pp. 45, 73, 99, 119, 124
Internet Activity: Student Edition p.124
Chapter 1 Performance Assessment: Teacher Edition p. 72
Chapter 2 Performance Assessment: Teacher Edition p. 98
Chapter 3 Performance Assessment: Teacher Edition p. 118

Unit Review: Write and Share: Student/Teacher Edition p 123
Scoring Guides: Teacher Edition pp123-124

PA Standards/Career Standards

History

- 8.1.3.A Understand chronological thinking and distinguish between past, present and future time.
- 8.1.3.B Develop an understanding of historical sources
- 8.1.3.C Understand fundamentals of historical interpretation.
- 8.1.3.D Understand historical research
- 8.2.3.C Identify and describe how continuity and change have influenced Pennsylvania history from the beginnings to 1824
- 8.2.3.D Identify and explain conflict and cooperation among social groups and organizations in Pennsylvania history from the beginnings to 1824
- 8.3.3.A Identify contributions of individuals and groups to United States history from beginnings to 1815
- 8.3.3.B Identify and describe primary documents, material artifacts and historic sites important in United States history From beginnings to 1824
- 8.3.3.C Identify important changes in United States history (e.g., Belief Systems and Religions, Commerce and Industry, Innovations, Settlement Patterns and Expansion)
- 8.3.3.D Identify conflict and cooperation among social groups and organizations in United States history.
- 8.4.3.A Identify individuals and groups who have made significant political and cultural contributions to world history.
- 8.4.3.B Identify historic sites and material artifacts important to world history.

Civics and Government

- 5.1.3.A Explain the purpose of government.
- 5.1.3.B Explain the purposes of rules and laws and why they are important in the classroom, school, community, state and nation.
- 5.1.3.C Define the principles and ideals shaping government
- 5.1.3.D Identify the document which created Pennsylvania. Identify documents of United States government.
- 5.1.3.E Explain the basic principals and ideals within documents of United States Government
- 5.1.3.M Identify portions of famous speeches and writings that reflect the basic principles and ideals of government
- 5.2.3.D Identify the importance of political leadership and public service in the school, community, state and nation.
- 5.2.3.E Identify examples of the rights and responsibilities of citizenship.

Geography

- 7.1.3.A Identify geographic tools and their uses.
- 7.1.3.B Identify and locate places and regions.
- 7.2.3.A Identify the physical characteristics of places and regions.
- 7.2.3.B Identify the basic physical processes that affect the physical characteristics of places and regions.
- 7.3.3.A Identify the human characteristics of places and regions by their population characteristics.
- 7.3.3.B Identify the human characteristics of places and regions by their cultural characteristics.
- 7.3.3.C Identify the human characteristics of places and regions by their settlement characteristics.
- 7.3.3.D Identify the human characteristics of places and regions by their economic activities.
- 7.4.3.A Identify the impacts of physical systems on people.
- 7.4.3.B Identify the impacts of people on physical systems.

Economics

- 6.2.3.C Identify and compare means of payment.
- 6.2.3.E Identify who supplies a product and who demands a product.
- 6.3.3.B Identify and define wants of different people.
- 6.3.3.C Identify and define natural, human and capital resources.
- 6.4.3.A Define specialization and the concept of division of labor.
- 6.4.3.D Identify local resources.
- 6.5.3.D Define profit and loss.
- 6.5.3.F Define entrepreneurship and identify entrepreneurs in the local community.

Career Standards

- 13.1.5.E Describe the factors that influence career choices such as geographic locations.
- 13.3.5.B Explain the importance of working cooperatively with others at both home and school to complete a task.
- 13.3.5.F Describe the impact of roles changes at home school and at work, and how the role changes impact career advancement and retention.
- 13.3.5.G Describe how personal interest and abilities impact lifelong learning.
- 13.4.5.B Discuss the entrepreneurial character traits of historical or contemporary entrepreneurs.
- 13.4.5.C Discuss the steps entrepreneurs take to bring their goods or services to market such as selection of goods and services.



Teacher Notes

Teacher Notes

Teacher Notes

Unit 2: Connections Across Continents
Grade 5



Unit Overview	Titles of Key Lessons (Scott Foresman)	Supplemental Resources
<p>The accidental arrival in the America by Christopher Columbus led to the development of Spanish colonies in both North and South America and a collision of cultures. The English, French, and Dutch then arrived, and their settlements, many of which were established by groups seeking freedom of religion, grew along the eastern coast of North America.</p> <p>The Student will be able to:</p> <ul style="list-style-type: none"> • The student will explain the impact of Columbus’s voyages to the Americas and the purpose of his voyages. • Identify and explain the purpose of latitude and longitude. • Describe the factors that enabled Cortes to defeat the Aztecs. • Explain the changes the Spanish brought to New Spain. • Determine the effects of the Spanish conquests on native peoples. • Explain the points of view on Spanish conquests on native peoples. • Analyze the reasons for the conflict between Spain and England. • Explain the problems the first Jamestown colonist encountered and how they solved them. • Explain the type of government set up in the Virginia colony. • Explain the factors responsible for the founding and growth of New France and New Amsterdam. • Describe the motivations of the Pilgrims in coming to North America and how they were helped by the Native Americans. • Summarize the impact of religion on the founding of the New England Colonies. • Explain how events in England affected the founding of the Middle and Southern Colonies and outline the similarities and differences of the settlers in each region. • Describe the accomplishments of significant colonial leaders. 	<ul style="list-style-type: none"> • Spain Builds an Empire pp. 132-15 • The Struggle to Found Colonies pp. 154-185 	<p>Compass Learning 7003 Early Exploration 3732 Early Spanish Explorers 3716 Off to Asia? America? 3744 Virginia Settlements 3740 Thirteen in All 3756 So Many Different Colonies</p> <p>United Streaming Exploring the World: Christopher Columbus and the New World (14:16) Conquest of the Americas (23:26) Exploring the World: The English Come to America: Jamestown and Plymouth (20:13) New England Colonists, The: The Pilgrims and Puritans (20:43)</p> <p>Virtual Field Trips/Internet Links</p> <p>www.sfsocialstudies.com (Biographies, news, references, maps, and activities) www.pbs.org - conquistadors www.apva.org – Jamestown www.plimoth.org – Plymouth Plantation www.mariner.org – Henry Hudson www.rilin.state.ri.us – Colony of Rhode Island</p> <p>Workbook Pages 35-47</p> <p>Vocabulary Workbook Pages 27-38</p> <p>Every Student Learns Teacher’s Guide Pages 62-89</p> <p>Transparencies 10, 11, 13, 20, 33, 34</p> <p>Quick Study Pages 32-45</p> <p>Social Studies Plus! Pages 46-67</p> <p>Read Aloud and Primary Sources Pages 34-49</p>

Unit 2: Connections Across Continents Grade 5



Assessment Options

PA Standards/Career Standards

Formal Assessments

Lesson Reviews: PE/TE pp. 138, 145, 150, 162, 167, 173, 182
 Chapter Reviews: PE/TE pp. 152-153, 186-187
 Chapter tests: Assessment Book pp. 21-28
 Unit Review: PE/TE pp. 190-191
 Unit Tests: Assessment Book pp. 29-32
 Exam View Test Bank CD-ROM

Informal Assessment

Teacher's Editions Questions
 Section Reviews PE/TE pp. 135-138, 143-145, 147-150, 157-162, 165-166, 169-173
 Close and Assess TE pp. 138-139, 141, 145, 150-151, 162-163, 167, 173, 175, 182-183, 185, 189

Portfolio Assessment

Portfolio Assessments TE pp. 125, 126, 191
 Leveled Practice TE pp. 135, 145, 149, 160, 165, 174, 178
 Workbook Pages TE pp. 34-48
 Chapter Review: Write About History PE/TE pp. 153, 187
 Unit Review: Apply Skills PE p. 191; TE p. 190
 Curriculum Connection: Writing PE/TE pp. 138, 145, 167; TE pp. 127, 144, 162

Performance Assessment

Hands-On Unit Project (Unit 2 Performance Assessment), TE pp. 125, 153, 187, 192
 Internet activity PE p. 192
 Chapter 4 Performance Assessment TE p. 152
 Chapter 5 Performance Assessment TE p. 186
 Unit Review; Write and Share PE/TE p. 191
 Scoring Guides TE pp. 191-192

Exam View and Mindpoint Quiz Show

History

- 8.1.3.A Understand chronological thinking and distinguish between past, present and future time.
- 8.1.3.B Develop an understanding of historical sources
- 8.1.3.C Understand fundamentals of historical interpretation.
- 8.1.3.D Understand historical research
- 8.2.3.A Identify contributions of individuals and groups to United States history from Beginnings to 1824.
- 8.2.3.B Identify and describe primary documents, material facts, and historic sites important in United States history from Beginnings to 1824.
- 8.2.3.C Identify and describe how continuity and change have influenced Pennsylvania history from the beginnings to 1824
- 8.2.3.D Identify and explain conflict and cooperation among social groups and organizations in Pennsylvania history from the beginnings to 1824
- 8.3.3.A Identify contributions of individuals and groups to United States history from beginnings to 1815
- 8.3.3.B Identify and describe primary documents, material artifacts and historic sites important in United States history From beginnings to 1824
- 8.3.3.C Identify important changes in United States history (e.g., Belief Systems and Religions, Commerce and Industry, Innovations, Settlement Patterns and Expansion)
- 8.3.3.D Identify conflict and cooperation among social groups and organizations in United States history.
- 8.4.3.A Identify individuals and groups who have made significant political and cultural contributions to world history.
- 8.4.3.B Identify historic sites and material artifacts important to world history.

Civics and Government

- 5.1.3.D Identify the document which created Pennsylvania. Identify documents of United States government.
- 5.1.3.E Explain the basic principals and ideals within documents of United States Government
- 5.1.3.M Identify portions of famous speeches and writings that reflect the basic principles and ideals of government
- 5.2.3.A Identify examples of the rights and responsibilities of citizenship.
- 5.2.3.D Identify the importance of political leadership and public service in the school, community, state and nation.
- 5.2.3.E Identify examples of the rights and responsibilities of citizenship.

Geography

- 7.1.3.A Identify geographic tools and their uses.
- 7.1.3.B Identify and locate places and regions.
- 7.3.3.A Identify the human characteristics of places and regions by their population characteristics.
- 7.3.3.B Identify the human characteristics of places and regions by their cultural characteristics.
- 7.3.3.C Identify the human characteristics of places and regions by their settlement characteristics.
- 7.3.3.D Identify the human characteristics of places and regions by their economic activities.
- 7.3.3.E Identify the human characteristics of places and regions by their political activities.

Economics

- 6.2.3.E Identify who supplies a product and who demands a product.
- 6.3.3.C Identify and define natural, human and capital resources.
- 6.3.3.F Explain how self-interest influences choice.
- 6.4.3.D Identify local resources.
- 6.4.3.G Identify local geographic patterns of economic activities.
- 6.5.3.D Define profit and loss.
- 6.5.3.F Define entrepreneurship and identify entrepreneurs in the local community.

Career Standards

- 13.1.5.A Describe the impact of individual interests and abilities on career choices.
- 13.1.5.F Investigate people's rationale for making career choices.
- 13.3.5.B Explain the importance of working cooperatively with others at both home and school to complete a task.
- 13.3.5.F Describe the impact of role changes at home, school, and at work, and how the role changes impact career advancement and retention.
- 13.3.5.G Describe how personal interests and abilities impact lifelong learning.
- 13.4.5.B Discuss the entrepreneurial character traits of historical or contemporary entrepreneurs.
- 13.4.5.C Discuss steps entrepreneurs take to bring their goods or services to market.

Unit 2: Connections Across Continents
Grade 5



Teacher Notes

Teacher Notes

Teacher Notes

Unit 3: Colonial Life in North America
Grade 5



Unit Overview	Titles of Key Lessons (Scott Foresman)	Supplemental Resources
<p>Each of the Three regions in the 13 colonies ruled by England grew in different ways depending on the resources in each region. Many colonists wanted to move west to lands claimed by France, leading to the French and Indian War</p> <p>The Student will be able to:</p> <ul style="list-style-type: none"> Analyze the advantages and disadvantages of working as an apprentice. Identify the main products of each colonial region. Describe a common triangular trade route. Describe some of Benjamin Franklins important contributions to the colonies Analyze the design of New England towns. Identify the types of crops raised on plantations. Explain what it was like to attend school in the colonies Analyze the causes of religious diversity in the colonies Identify foods that were popular in the colonies Identify the contributions of significant individuals during the colonial period. Compare slavery in different regions of the colonies Describe skills that enslaved people brought to the colonies and explain how enslaved Africans were able to keep their traditional alive. Analyze ways in which people resisted slavery. Describe the early Spanish colonies in New Mexico and explain why Spain wanted a colony in Florida Analyze the causes and effects of the Pueblo Revolt Describe the accomplishments of significant leaders in the early Americans. Identify ways in which French settlers learned from Native Americans. Analyze reasons the French explored the Mississippi River Explain how LaSalle’s explorations led to the expansion of New France Relate the location of New Orleans to its success as a port city Describe the beginning of the French and Indian War Explain how the British were able to win the French and Indian War Analyze the major effects of the French and Indian War 	<ul style="list-style-type: none"> Life in the English Colonies pp. 200-227 The Fight for a Continent pp. 230-251 	<p>Compass Learning 3740 Thirteen in All 3758 Slavery in the Southern Colonies 419 Racing to Rule America – Causes of the French and Indian War 457 The French and Indian War – A Contest for North America</p> <p>United Streaming Making the Thirteen Colonies: The Middle Colonies (30:00) Making the Thirteen Colonies: The Southern Colonies (30:00) Making the Thirteen Colonies: New England Colonies (30:00) Events Leading Up to War, The: The Revolutionary War Series (22:00)</p> <p>Virtual Field Trips/Internet Links www.sfsocialstudies.com (Biographies, news, references, maps, and activities) www.vmnf.civilization.ca – Exploration of the Mississippi River www.ushistory.org – Colonial Philadelphia www.nps.gov – Mississippi River Plantations www.lcweb.loc.gov – African American history and culture www.nationalgeographic.com – Historic Santa Fe www.carmelmission.org – Junipero Serra www.digitalhistory.org – French and Indian War</p> <p>Workbook Pages 50-61</p> <p>Vocabulary Workbook Pages 39-48</p> <p>Every Student Learns Teacher’s Guide Pages 90-117</p> <p>Transparencies 10,13, 14, 20, 35, 36, 37, 38, 39, 40</p> <p>Quick Study Pages 46-59</p> <p>Social Studies Plus! Pages 68-88</p> <p>Read Aloud and Primary Sources Pages 50-66</p>

Unit 3: Colonial Life in North America

Grade 5



Assessment Options

PA Standards/Career Standards

Formal Assessments

Lesson Reviews PE/TE pp. 207, 214, 220, 227, 236, 243, 251

Chapter Reviews PE/TE pp. 228-229, 252-253

Chapter Tests, Assessment Book pp. 33-40

Unit Review, PE/TE pp. 256-257

Unit Test, Assessment Book, pp. 41-44

Informal Assessment

Teacher's Edition Questions, throughout Lessons and Features

Section Reviews PE/TE pp. 203-206, 211-214, 217-220, 225-227, 233-236, 241-243, 247-251

Close and Assess, TE pp. 199, 207, 209, 214, 215, 220-221, 223, 227, 236-237, 239,
Portfolio Assessment

Portfolio Assessment, TE pp. 193, 194, 257

Leveled Practice, TE pp. 203, 211, 217, 225, 234, 242, 250

Performance Assessment

Chapter Review: Write About History, PE/TE pp. 229, 253

Curriculum Connection: Writing, PE/TE pp. 227, 236; TE pp. 195, 204, 219, 248

Hands-on Unit Project TE pp. 193, 229, 253, 258

Internet Activity, PE/TE p.258

Chapter 6 Performance Assessment TE p. 228

Chapter 7 Performance Assessment TE p. 252

Unit Review: Write and Share TE/PE p. 257

Scoring Guides, TE pp. 257-258

History

- 8.1.3.A Understand chronological thinking and distinguish between past, present and future time.
- 8.1.3.B Develop an understanding of historical sources.
- 8.1.3.C Understand fundamentals of historical interpretation.
- 8.1.3.D Understand historical research.
- 8.2.3.A Identify contributions of individuals and groups to United States history from beginnings to 1824.
- 8.2.3.B Identify and describe primary documents, material artifacts and historic sites important in United States history from beginnings to 1824.
- 8.2.3.C Identify and describe how continuity and change have influenced Pennsylvania history from the beginnings to 1824.
- 8.2.3.D Identify and explain conflict and cooperation among social groups and organizations in Pennsylvania history from the beginnings to 1824.
- 8.3.3.A Identify contributions of individuals and groups to United States history from beginnings to 1815.
- 8.3.3.B Identify and describe primary documents, material artifacts and historic sites important in United States history from beginnings to 1824.
- 8.3.3.C Identify important changes in United States history (e.g., Belief Systems and Religions, Commerce and Industry, Innovations, Settlement Patterns and Expansion)
- 8.3.3.D Identify conflict and cooperation among social groups and organizations in United States history.
- 8.4.3.A Identify individuals and groups who have made significant political and cultural contributions to world history.
- 8.4.3.B Identify historic sites and material artifacts important to world history.

Civics and Government

- 5.1.3.D Identify the document which created Pennsylvania. Identify documents of United States government.
- 5.1.3.E Explain the basic principals and ideals within documents of United States Government.
- 5.1.3.H Identify framers of documents of governments.
- 5.1.3.J Explain how the government protects individual rights and promotes the common good.
- 5.1.3.L Identify ways courts resolve conflicts involving principles and ideals of government.
- 5.1.3.M Identify portions of famous speeches and writings that reflect the basic principles and ideals of government (e.g., "I have a dream," Reverend Martin Luther King; "One small step for mankind," Neil Armstrong).
- 5.2.3.A Identify examples of the rights and responsibilities of citizenship.
- 5.2.3.C Identify sources of conflict and disagreement and different ways conflicts can be resolved.
- 5.2.3.D Identify the importance of political leadership and public service in the school, community, state and nation.
- 5.2.3.E Identify examples of the rights and responsibilities of citizenship.
- 5.2.3.F Describe the impact of the consequences of violating rules and laws in a civil society.

Geography

- 7.1.3.A Identify geographic tools and their uses.
- 7.1.3.B Identify and locate places and regions.
- 7.2.3.A Identify the physical characteristics of places and regions.
- 7.2.3.B Identify the basic physical processes that affect the physical characteristics of places and regions.
- 7.3.3.A Identify the human characteristics of places and regions by their population characteristics.
- 7.3.3.B Identify the human characteristics of places and regions by their cultural characteristics.
- 7.3.3.C Identify the human characteristics of places and regions by their settlement characteristics.
- 7.3.3.D Identify the human characteristics of places and regions by their economic activities.
- 7.3.3.E Identify the human characteristics of places and regions by their political activities.

Economics

- 6.1.3.A Describe how individuals, families, and communities with limited resources make choices.
- 6.1.3.B Describe alternative methods of allocating goods and services, and advantages and disadvantages of each.
- 6.1.3.C Identify local economic activities.
- 6.2.3.A Define and identify goods, services, consumers, and producers.
- 6.2.3.B Identify ways local businesses compete to get consumers.
- 6.2.3.C Identify and compare means of payment.
- 6.3.3.C Identify and define natural, human and capital resources.
- 6.3.3.F Explain how self-interest influences choice.
- 6.4.3.A Define specialization and the concept of division of labor.
- 6.4.3.B Explain why people trade.
- 6.4.3.C Explain why goods, services, and resources come from all over the nation and the world.
- 6.4.3.D Identify local resources.
- 6.4.3.E Define specialization and identify examples of interdependence.
- 6.4.3.F Explain why some products are produced locally while others are not.
- 6.4.3.G Identify local geographic patterns of economic activities.
- 6.5.3.A Explain why people work to get goods and services.
- 6.5.3.B Identify different occupations.
- 6.5.3.C Describe businesses that provide services.
- 6.5.3.D Define profit and loss.
- 6.5.3.E Identify examples of assets.

Career Standards

- 13.1.5.D Describe the range of career training programs in the community such as, but not limited to: two/four year colleges, career and technical programs, CareerLinks, community/recreation centers, faith-based organizations, local industry training centers, military, registered apprenticeship, vocational centers, or web-based training.
- 13.1.5.F Investigate people's rationale for making career choices.

Unit 3: Colonial Life in North America
Grade 5



Teacher Notes

Teacher Notes

Teacher Notes

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Unit Overview	Titles of Key Lessons (Scott Foresman)	Supplemental Resources
<p>Friction between Britain and the colonists developed as Britain imposed taxes and tighter control on the colonies. Conflicts between the colonists and the British eventually led to the American Revolution.</p> <p>The student will be able to:</p> <ul style="list-style-type: none"> Identify the causes of the Stamp Act and the Townsend Acts. Identify the contributions of significant individuals during the revolutionary period such as the Sons of Liberty and the Daughters of Liberty, and Patrick Henry. Explain how British taxes led to greater cooperation among the colonies and the effects of colonists' protests. Interpret patriotic slogans and excerpts from notable speeches and documents. Analyze the causes and effects of events prior to the American Revolution, such as the Boston Tea Party. Identify the goal of the Committees of Correspondence. Explain the Intolerable Acts. Differentiate between the political ideas of Patriots and Loyalists. Identify the contributions of significant individual during the revolutionary period, including: George Washington, Paul Revere, and Thomas Jefferson. Identify and describe key events in the American Revolution, including the battles of Lexington, Concord, and Bunker Hill. Analyze and interpret maps to explain historical events. Describe the decisions made by the Second Continental Congress. Evaluate the impact of the Thomas Paine's Common Sense. Explain the main argument in the Declaration of Independence and explain why signing it was a dangerous act. Explain how Washington was able to force the British from Boston. Analyze the causes and effects of American victories at Trenton and Saratoga. Summarize the contributions of African American patriots. Describe ways in which women helped support the American Revolution. Identify the contributions of significant individuals such as Phillis Wheatley, Prince Hall. Explain how other nations helped the Continental Army. Compare the contributions of patriot heroes such as Francis Marion, George Rogers Clark and John Paul Jones. Describe how Washington was able to trap the British at Yorktown and analyze the significance of the American victory. Identify significant examples of music from various periods in U.S. history and explain how the music reflects the times during which they were written. 	<ul style="list-style-type: none"> The Road to War pp. 266-291 Winning the Revolution pp. 294-321 	<p>Compass Learning 470 Women of the American Revolutionary War 487 The American Revolutionary War Battles through 1777 491 The Revolutionary War 1776-1777 536 Europe helps America Win Independence 628 The World Turned Upside Down 757 A Timeline of the Revolutionary War</p> <p>United Streaming American Revolution, The: From Colonies to Constitution: The Road to Revolution: 1763 - 1775 (15:00) American Revolution, The: Rebellion and Preparing to Fight (14:35) American Revolution, The: From Colonies to Constitution: The War for Independence (15:00) Declaration of Independence, The: A Foundation of Ideas for a New Age (17:13) Revolutionary War, The: Winter at Valley Forge (24:50) Six Revolutionary War Figures (15:29)</p> <p>Virtual Field Trips/Internet Links www.sfsocialstudies.com (Biographies, news, references, maps, and activities) www.pbs.org – The American Revolution www.nps.gov – Boston National Historical Park www.ushistory.org – Thomas Paine, Valley Forge, Declaration of Independence www.history.org – Colonial Williamsburg www.thefreedomtrail.org – Boston's Freedom Trail www.historyisfun.org – Battle of Yorktown</p> <p>Workbook Pages 65-75</p> <p>Vocabulary Workbook Pages 49-58</p> <p>Every Student Learns Teacher's Guide Pages 118-141</p> <p>Transparencies 10, 20, 16, 20, 21, 23, 41, 42, 43, 44</p> <p>Quick Study Pages 60-71</p> <p>Social Studies Plus! Pages 90-111</p> <p>Read Aloud and Primary Sources Pages 67-83</p>



Assessment Options	PA Standards/Career Standards
<p>Formal Assessments</p> <p>Lesson Reviews PE/TE pp. 273, 282, 291, 300, 308, 319</p> <p>Chapter Reviews PE/TE pp. 292-293, 322-323</p> <p>Chapter Tests, Assessment Book pp. 45-52</p> <p>Unit Review, PE/TE pp. 326-327</p> <p>Unit Test, Assessment Book, pp. 53-56</p> <p>ExamView®CD-ROM</p> <p>Informal Assessment</p> <p>Teacher’s Edition Questions, throughout Lessons and Features</p> <p>Section Reviews PE/TE pp. 269-272, 277-282, 287-291, 297-300, 303-308, 315-319</p> <p>Close and Assess, TE pp. 265, 273, 275, 282, 283, 285, 291, 300-301, 308-309, 311, 315, 324, 325</p> <p>Portfolio Assessment</p> <p>Portfolio Assessment, TE pp. 259, 260, 327</p> <p>Leveled Practice, TE pp. 269, 280, 285, 287, 297, 306, 315</p> <p>Workbook , pp. 64-77</p> <p>Performance Assessment</p> <p>Unit Review: Apply Skills, PE/TE pp. 326</p> <p>Curriculum Connection: Writing, PE/TE pp. 273, 300; TE pp. 269, 273, 280, 297, 309, 311, 315, 319</p> <p>Hands-on Unit Project TE pp. 259, 293, 323, 328</p> <p>Internet Activity, PE/TE p.328</p> <p>Chapter 8 Performance Assessment TE p. 292</p> <p>Chapter 9 Performance Assessment TE p. 322</p> <p>Unit Review: Write and Share TE/PE p. 327</p> <p>Scoring Guides, TE pp. 327-328</p>	<p>History</p> <p>8.1.3.A Understand chronological thinking and distinguish between past, present and future time.</p> <p>8.1.3.B Develop an understanding of historical sources.</p> <p>8.1.3.C Understand fundamentals of historical interpretation.</p> <p>8.1.3.D Understand historical research.</p> <p>8.2.3.A Identify contributions of individuals and groups to United States history from beginnings to 1824.</p> <p>8.2.3.B Identify and describe primary documents, material artifacts and historic sites important in United States history From beginnings to 1824.</p> <p>8.2.3.C Identify and describe how continuity and change have influenced Pennsylvania history from the beginnings to 1824.</p> <p>8.2.3.D Identify and explain conflict and cooperation among social groups and organizations in Pennsylvania history from the beginnings to 1824.</p> <p>8.3.3.A Identify contributions of individuals and groups to United States history from beginnings to 1815</p> <p>8.3.3.B Identify and describe primary documents, material artifacts and historic sites important in United States history From beginnings to 1824.</p> <p>8.3.3.C Identify important changes in United States history (e.g., Belief Systems and Religions, Commerce and Industry, innovations, Settlement Patterns and Expansion)</p> <p>8.3.3.D Identify conflict and cooperation among social groups and organizations in United States history.</p> <p>8.4.3.A Identify individuals and groups who have made significant political and cultural contributions to world history.</p> <p>Civics and Government</p> <p>5.1.3.H Identify framers of documents of governments.</p> <p>5.1.3.M Identify portions of famous speeches and writings that reflect the basic principles and ideals of government (e.g., “I have a dream,” Reverend Martin Luther King; “One small step for mankind,” Neil Armstrong).</p> <p>5.2.3.A Identify examples of the rights and responsibilities of citizenship.</p> <p>5.2.3.C Identify sources of conflict and disagreement and different ways conflicts can be resolved.</p> <p>5.2.3.D Identify the importance of political leadership and public service in the school, community, state and nation.</p> <p>5.2.3.E Identify examples of the rights and responsibilities of citizenship.</p> <p>5.3.3.G Describe how the government protects individual rights.</p> <p>Geography</p> <p>7.1.3.A Identify geographic tools and their uses.</p> <p>7.1.3.B Identify and locate places and regions.</p> <p>7.2.3.B Identify the basic physical processes that affect the physical characteristics of places and regions.</p> <p>7.3.3.B Identify the human characteristics of places and regions by their cultural characteristics.</p> <p>7.3.3.D Identify the human characteristics of places and regions by their economic activities.</p> <p>7.3.3.E Identify the human characteristics of places and regions by their political activities.</p> <p>7.4.3.B Describe the impacts of people on physical systems.</p> <p>Economic</p> <p>6.1.3.A Describe how individuals, families and communities with limited resources make choices.</p> <p>6.2.3.G Define what a tax is and identify a tax paid by most families.</p> <p>6.2.3.H Identify government involvement in local economic activities.</p> <p>6.2.3.J Explain the relationship between taxation and government services.</p> <p>Career Standards</p> <p>Does not apply</p>

Unit 4: The American Revolution
Grade 5



Teacher Notes	Teacher Notes	Teacher Notes

Unit 5: Life in a New Nation Grade 5



Unit Overview	Titles of Key Lessons (Scott Foresman)	Supplemental Resources
<p>As a new nation the United States convened a Constitutional Convention in Philadelphia and wrote and adopted the U.S. Constitution. Political parties were born and westward expansion began. In 1812, Americans entered into another war with Britain.</p> <p>The student will be able to:</p> <ul style="list-style-type: none"> List the main goals of the articles of Confederation and identify their weaknesses. Describe the causes of Shays' Rebellion. Explain the purpose of the northwest Ordinance. Identify the purpose of the Constitutional Convention. Compare the competing plans for the Constitution. Describe the Great Compromise. List the goals of the Constitution and identify the contributions of individuals who helped create the U.S. Constitution. Compare the views of Federalists with those of Antifederalists. Describe the Bill of Rights. Describe the government created by the Constitution. Describe how President Washington organized the Executive Branch around the Cabinet. Explain how political parties emerged in the American government system. Describe how the location and design of the nation's capital was decided upon. Describe the accomplishments of significant leaders of the United States. Evaluate the effects of the rise of political parties on government in the United States. Explain why and how the United States expanded westward. Describe the Louisiana Purchase and tell what effects it had on the nation. Identify reasons for and findings of the Lewis and Clark Expedition. Identify reasons why the United States went to war a second time with Britain. Describe the main battles and the outcomes of the War of 1812. Explain why and how "The Star-Spangled Banner" was written. Identify the challenges and contributions of people. 	<ul style="list-style-type: none"> Forming a New Government pp. 336-357 The Young United States pp. 360-385 	<p>Compass Learning 323 The Articles of Confederation 512 A New Kind of Government 331 Summer in Philadelphia, 1787 522 The Grand Convention 531 Delegates of the Constitutional Convention 544 Compromise 7072 America Doubles in Size 5760 The War Begins</p> <p>United Streaming Nation in Crisis (Revised), A (20:00) American History: The Birth of a Nation: The Living Constitution (Revised) (21:31) Almost Painless Guide to the U.S. Constitution, The (21:12) Westward Strategy: The Louisiana Purchase and the Lewis and Clark Expedition (26:00) America Under Thomas Jefferson: 1800-1808: The Louisiana Purchase and the Lewis and Clark Expedition (15:02) America Under James Madison: 1809-1816: The War of 1812 (15:01)</p> <p>Virtual Field Trips/Internet Links http://bensguide.gpo.gov – The United States Government www.whitehousekids.gov – The U.S. Presidency www.pbs.org – Lewis and Clark (Click on History) www.nara.gov – U.S. Constitution, Bill of Rights, and the Louisiana Purchase www.americanhistory.si.edu – The American Presidency www.whitehouse.gov – Thomas Jefferson www.jmu.edu - Tecumseh</p> <p>Workbook Pages 78-89 Vocabulary Workbook Pages 59-72 Every Student Learns Teacher's Guide Pages 142-165 Transparencies 6, 20, 23, 45, 46, 47, Quick Study Pages 72-83 Social Studies Plus! Pages 112-133 Read Aloud and Primary Sources Pages 84-89</p>

Unit 5: Life in a New Nation

Grade 5



Assessment Options

PA Standards/Career Standards

Formal Assessments

Lesson Reviews PE/TE pp. 343, 350, 355, 366, 376, 384

Chapter Reviews PE/TE pp. 358-359, 386-387

Chapter Tests, Assessment Book pp. 57-64

Unit Review, PE/TE pp. 390-391

Unit Test, Assessment Book, pp. 65-68

ExamView®CD-ROM

Informal Assessment

Teacher's Edition Questions, throughout Lessons and Features

Section Reviews PE/TE pp. 339-343, 345-348, 350, 353-355, 363-366, 371-373, 375-376, 381, 383-384

Portfolio Assessment TE pp. 335, 343, 350, 351, 355, 357, 366, 367, 369, 376, 377, 379, 384, 385, 389

Portfolio Assessment, TE pp. 329, 330, 391

Leveled Practice, TE pp. 339, 346, 353, 365, 373, 381

Workbook, pp. 78-91

Chapter Review: Write About History, PE/TE pp. 359, 387

Performance Assessment

Unit Review: Apply Skills PE/TE p. 390

Curriculum Connection: Writing, PE/TE pp. 273, 300; TE pp. 269, 273, 280, 297, 309, 311, 315, 319

Hands-on Unit Project TE pp. 329, 359, 387, 392

Internet Activity, PE/TE p.392

Chapter 10 Performance Assessment TE p. 358

Chapter 11 Performance Assessment TE p. 386

Unit Review: Write and Share TE/PE p. 391

Scoring Guides, TE pp. 391-392

History

8.1.3.A Understand chronological thinking and distinguish between past, present and future time.

8.1.3.B Develop an understanding of historical sources.

8.1.3.C Understand fundamentals of historical interpretation.

8.1.3.D Understand historical research.

8.2.3.A Identify contributions of individuals and groups to United States history from beginnings to 1824.

8.2.3.B Identify and describe primary documents, material artifacts and historic sites important in United States history from beginnings to 1824.

8.2.3.C Identify and describe how continuity and change have influenced Pennsylvania history from the beginnings to 1824.

8.2.3.D Identify and explain conflict and cooperation among social groups and organizations in Pennsylvania history from the beginnings to 1824.

8.3.3.A Identify contributions of individuals and groups to United States history from beginnings to 1815.

8.3.3.B Identify and describe primary documents, material artifacts and historic sites important in United States history from beginnings to 1824.

8.3.3.C Identify important changes in United States history (e.g., Belief Systems and Religions, Commerce and Industry, Innovations, settlements, and patterns).

8.3.3.D Identify conflict and cooperation among social groups and organizations in United States history.

8.4.3.A Identify individuals and groups who have made significant political and cultural contributions to world history.

8.4.3.B Identify historic sites and material artifacts important to world history.

Civics and Government

5.1.3.A Describe what government is.

5.1.3.C Define the principles and ideals shaping government.

5.1.3.D Identify the document which created Pennsylvania.

5.1.3.E Explain the basic principals and ideals within documents of United States Government

5.1.3.F Explain the meaning of a preamble.

5.1.3.G Describe the proper use, respect, and display for the United States Flag and explain the significance of patriotic activity.

5.1.3.H Identify framers of documents of governments.

5.1.3.I Describe and compare the making on rules by direct democracy and by representative democracy

5.1.3.J Explain how the government protects individual rights and promotes the common good.

5.1.3.K Identify symbols and political holidays.

5.1.3.L Identify ways courts resolve conflicts involving principles and ideals of government.

5.1.3.M Identify portions of famous speeches and writings that reflect the basic principles and ideals of government (e.g., "I have a dream," Reverend Martin Luther King; "One small step for mankind," Neil Armstrong).

5.2.3.A Identify examples of the rights and responsibilities of citizenship.

5.2.3.B Identify personal rights and responsibilities.

5.2.3.C Identify sources of conflict and disagreement and different ways conflicts can be resolved.

5.2.3.E Identify examples of the rights and responsibilities of citizenship.

5.2.3.G Identify ways to participate in government and civic life.

5.3.3.G Describe how the government protects individual rights.

5.3.3.A Identify the elected representative bodies responsible for making local, Pennsylvania and United States laws.

5.3.3.B Identify the role of the three branches of government.

5.3.3.C Explain how government actions affect citizens' daily lives.

5.3.3.D Identify services performed by the local, state and national governments.

5.3.3.E Identify positions of authority at school and in local, state and national governments.

5.3.3.F Explain what an election is.

5.3.3.G Describe how the government protects individual rights.

5.3.3.H Identify individual interests and explain ways to influence others.

5.3.3.I Explain why taxes are necessary and identify who pays them.

5.3.3.K Identify different ways people govern themselves.

5.4.3.D Identify treaties and other agreements between or among nations.

Geography

7.1.3.A Identify geographic tools and their uses.

7.1.3.B Identify and locate places and regions.

7.2.3.A Identify the physical characteristics of places and regions.

7.2.3.B Identify the basic physical processes that affect the physical characteristics of places and regions.

7.3.3.A Identify the human characteristics of places and regions by their population characteristics.

7.3.3.C Identify the human characteristics of places and regions by their settlement characteristics.

7.3.3.D Identify the human characteristics of places and regions by their economic activities.

7.3.3.E Identify the human characteristics of places and regions by their political activities.

7.4.3.B Describe the impacts of people on physical systems.

Economic

6.1.3.C Identify local economic activities.

6.2.3.G Define what a tax is and identify a tax paid by most families.

6.2.3.H Identify government involvement in local economic activities.

6.2.3.J Explain the relationship between taxation and government services.

6.2.3.L Explain why most countries create their own form of money.

6.4.3.C Explain why goods, services and resources come from all over the nation and the world.

Career Standards

Does not apply

Unit 5: Life in a New Nation
Grade 5



Teacher Notes	Teacher Notes	Teacher Notes

Unit 6: Growing Nations Grade 5



Unit Overview	Titles of Key Lessons (Scott Foresman)	Supplemental Resources
<p>In the early 1800's, the United States experienced a variety of changes in areas such as government, technology, and civil rights. Another change was the expansion and movement of people to the southern frontier, Texas, and throughout the West.</p> <p>The student will be able to:</p> <ul style="list-style-type: none"> Describe the goal of the Monroe Doctrine. Explain how the United States changed politically in the 1820's. Describe the causes and effects of the Indian Removal Act of 1830. Describe the historical movements that influenced the development of the United States. Name major historical figures and involvement in the development of the United States. Explain how the Industrial Revolution changed the way goods were made. Describe how new inventions led to increased production of both manufactured and farm goods. Identify ways in which transportation changed in the United States in the early and middle 1800's. Describe the historical movements that influenced the development of the United States. Identify and analyze groups in the United States that have influenced patterns of national behavior. Describe characteristics of groups that influenced the early development of the United States. Explain how groups, such as unions and political parties, have influenced the development of the United States. Describe the historical movements that influenced the development of the United States. Name major historical figures and describe their involvement in the development of the United States. Analyze the diverse cultures that have contributed to the heritage of the United States. Describe the historical movements that influenced the development of the United States. Name major historical figures and describe their involvement in the development of the United States. Identify the ideals expressed in the Declaration of Independence. Analyze the diverse cultures that have contributed to the heritage of the United States. Identify groups of people excluded from the promise of the ideals of the Declaration of Independence and the nineteenth-century reform movements that worked to correct those omissions. Explain what brought settlers into the new southern frontier. Explain how the United States gained land from Mexico. Evaluate the reasons why United States settlers in Texas wanted independence from Mexico. Analyze the viewpoints of people in the United States who opposed annexation of Texas and who supported it. Relate the events that led to a United States victory in the Mexican War. Identify the contributions of significant individuals. Analyze the different reasons people moved west. Describe life on the Oregon Trail and identify the main trails leading west. Explain the events that led to Mormons moving west. Identify the effects of the California gold rush on the population and development of California. Identify routes used by people to travel to California. Describe the successes, failures, and hardships of California's gold miners. Describe how the gold rush increased the size and diversity of the California population. 	<ul style="list-style-type: none"> Times of Change pp. 400-425 People Moving South and West pp. 428-447 	<p>Compass Learning 5783 Jackson and the Indians 6017 The Workers Changing World 5072 Remember the Alamo 5074 The Oregon Trail 5075 Mormons Migrate West 5723 The California Gold Rush</p> <p>United Streaming America Under Andrew Jackson, 1829-1836: The Indian Removal Act, The Nullification Crisis, The Battle of the Alamo (15:00) Living History: Living During the Industrial Revolution (20:00) United States History: 1800-1860: Westward Migration (20:57) Trail to Riches: The California Gold Rush and Settlement of the Pacific Northwest (26:00) Westward Expansion: The Pioneer Challenge (17:00) Gone West: The Growth of a Nation (26:25)</p> <p>Virtual Field Trips/Internet Links www.thealamo.org – The Alamo www.isu.edu – Oregon Country and the Oregon Trail www.museumca.org – The California Gold Rush www.whitehouse.gov – Andrew Jackson www.trailoftears.org – Cherokee Trail of Tears Park www.nps.gov – Declaration of Sentiments</p> <p>Workbook Pages 93-104</p> <p>Vocabulary Workbook Pages 73-82</p> <p>Every Student Learns Teacher's Guide Pages 166-189</p> <p>Transparencies 6, 13, 14, 48,49</p> <p>Quick Study Pages 84-95</p> <p>Social Studies Plus! Pages 134-155</p> <p>Read Aloud and Primary Sources Pages 100-115</p>



Assessment Options

PA Standards/Career Standards

Formal Assessments

- **Lesson Reviews**, PE/TE pp. 406, 413, 420, 436, 441, 445
- **Chapter Reviews**, PE/TE pp. 426-427, 448-449
- **Chapter Tests**, Assessment Book pp. 69076
- **Unit Review**, PE/TE pp. 452-453
- **Unit Tests**, Assessment Book, pp. 77-80
- **ExamView® Test Bank CD-ROM** (test-generator software)

Informal Assessment

- **Section Reviews**, PE/TE pp. 403-406, 409-411, 413, 417-420, 431, 433-436, 439, 441, 443-445
- **Close and Assess**, TE pp. 399, 406-407, 413, 415, 420-421, 423, 425, 436-437, 441, 445, 447, 451

Portfolio Assessment

- **Portfolio Assessment**, TE pp. 393, 394, 453
- **Leveled Practice**, TE pp. 405, 409, 419, 433, 441, 444
- **Workbook Pages**, pp. 92-106
- **Chapter Review: Write About History**, PE/TE pp. 427, 449
- **Unit Review: Apply Skills**, PE/TE p. 452
- **Curriculum Connection: Writing**, PE/TE pp. 406, 441; TE pp. 405, 413, 419,

Performance Assessment

- **Hands-on Unit Project** (Unit 6 Performance Assessment), TE pp. 393, 427, 449, 454
- **Internet Activity**, PE p. 454
- **Chapter 12 Performance Assessment**, TE p. 426
- **Chapter 13 Performance Assessment**, TE p. 448
- **Unit Review: Write and Share**, PE/TE p. 453
- **Scoring Guides**, TE pp. 452, 454

History

- 8.1.3.A Understand chronological thinking and distinguish between past, present and future time.
- 8.1.3.B Develop an understanding of historical sources.
- 8.1.3.C Understand fundamentals of historical interpretation.
- 8.1.3.D Understand historical research.
- 8.2.3 A Identify contributions of individuals and groups to United States history from beginnings to 1824.
- 8.2.3.B Identify and describe primary documents, material artifacts and historic sites important in United States history from beginnings to 1824.
- 8.2.3.C Identify and describe how continuity and change have influenced Pennsylvania history from the beginnings to 1824.
- 8.2.3.D Identify and explain conflict and cooperation among social groups and organizations in Pennsylvania history from the beginnings to 1824.
- 8.3.3.A Identify contributions of individuals and groups to United States history from beginnings to 1815
- 8.3.3.B Identify and describe primary documents, material artifacts and historic sites important in United States history from beginnings to 1824
- 8.3.3.C Identify important changes in United States history (e.g., Belief Systems and Religions, Commerce and Industry, Innovations, settlements, and patterns.
- 8.3.3.D Identify conflict and cooperation among social groups and organizations in United States history.

Civics and Government

- 5.1.3.M Identify portions of famous speeches and writings that reflect the basic principles and ideals of government (e.g., "I have a dream," Reverend Martin Luther King; "One small step for mankind," Neil Armstrong).
- 5.2.3.D Identify the importance of political leadership and public service in the school, community, state and nation.
- 5.2.3.E Identify examples of the rights and responsibilities of citizenship.
- 5.3.3.E Identify positions of authority at school and in local, state and national governments.
- 5.3.3.H Identify individual interests and explain ways to influence others.

Geography

- 7.1.3.A Identify geographic tools and their uses.
- 7.1.3.B Identify and locate places and regions.
- 7.3.3.A Identify the human characteristics of places and regions by their population characteristics.
- 7.3.3.C Identify the human characteristics of places and regions by their settlement characteristics.
- 7.3.3.D Identify the human characteristics of places and regions by their economic activities.

Economic

- 6.1.3.D Identify examples of local businesses opening, closing, expanding or contracting.
- 6.2.3.E Identify who supplies a product and who demands a product.
- 6.2.3.F Define price and identify the prices of different items.
- 6.3.3.D Identify costs and benefits associated with an economic decision.
- 6.4.3.D Identify local resources.
- 6.5.3.F Define entrepreneurship and identify entrepreneurs in the local community.

Career Standards

- 13.1.5.A Describe the impact of individual interests and abilities on career choices.
- 13.1.5.E Describe the factors that influence career choices, such as, but not limited to: geographic location, job description, salaries/benefits, work schedule, working conditions

Unit 6: Growing Nations
Grade 5



Teacher Notes	Teacher Notes	Teacher Notes

Unit 7: War Divides the Nation Grade 5



Unit Overview	Titles of Key Lessons (Scott Foresman)	Supplemental Resources
<p>Unit Overview: Friction between the Northern and Southern states developed as the two regions differed more and more in their viewpoints on crucial issues. Conflicts between the regions resulted in the secession of the Southern states and, eventually, the U.S. Civil War.</p> <p>The Student will be able to:</p> <ul style="list-style-type: none"> • Describe the difference between the economies and populations of the North and South. • Explain how and why views about slavery differed in the North and South. • Describe a writer’s point of view and identify facts and opinions in writing. • Identify ways African Americans resisted slavery. • Explain how the Underground Railroad was used to free enslaved people. • Describe the lives of free African American in the North and South. • Describe the causes and effects of the Missouri Compromise and the Compromise of 1850. • Draw conclusions about how Dred Scott and John Brown affected the split between the North and South. • Compare the views on slavery of Abraham Lincoln and Stephen Douglas. • Describe the reasons why Southern states seceded from the Union. • Identify the immediate cause of the start of the Civil War. • Describe the goals the North and South hoped to achieve by fighting the Civil War. • Identify the resources of the North and South. • Describe early battles in the Civil War. • Explain how new military technology affected the way the war was fought. • Identify the accomplishments of notable individuals, such as Robert E. Lee. 	<ul style="list-style-type: none"> • A Divided Nation pp. 462-487 • War and Reconstruction pp. 490-521 	<p>Compass Learning All Aboard the Underground Railroad 5743 The Compromise of 1850 7092 The South Secedes 5991 War Breaks Out 5994 The First Major Battle of the Civil War 5755 The Emancipation Proclamation 5021 War Changes Course 5762 The End of the Civil War</p> <p>United Streaming American Civil War, The: Causes of the War (29:53) Underground Railroad, The: Escape From Slavery (25:55) American Heroes and Heroines: Abraham Lincoln (17:36) Civil War, The: The South Secedes and War Begins (19:03) Civil War (15:00) American Civil War, The: The War Years: Part 1: 1861-1862 and Part 2: 1863-1865 (1:11:19) United States History: 1860-1900: The Civil War and Reconstruction (19:37)</p> <p>Virtual Field Trips/Internet Links</p> <p>www.frederickdouglass.org – Frederick Douglass www.undergroundrailroad.org – The Underground railroan www.whitehouse.gov – Abraham Lincoln www.nara.gov – Women of the Civil War www.nps.gov – Gettysburg National Military Park www.oceanexplorer.noaa.gov – The Union Ship the <i>Monitor</i></p> <p>Workbook Pages 108-121</p> <p>Vocabulary Workbook Pages 83-94</p> <p>Every Student Learns Teacher’s Guide Pages 190-205</p> <p>Transparencies 1, 2, 4, 50, 51, 52, 53, 54, 55</p> <p>Quick Study Pages 96-111</p> <p>Social Studies Plus! Pages 156-177</p> <p>Read Aloud and Primary Sources Pages 116-132</p>

Unit 7: War Divides the Nation

Grade 5



Assessment Options	PA Standards/Career Standards
<p>Formal Assessments</p> <p>Lesson Reviews PE/TE pp. 467, 474, 482, 487, 496, 503, 511, 521</p> <p>Chapter Reviews PE/TE pp. 488-489, 522-523</p> <p>Chapter Tests, Assessment Book pp. 81-88</p> <p>Unit Review, PE/TE pp. 526-527</p> <p>Unit Test, Assessment Book, pp. 89-92</p> <p>Exam View® CD-ROM</p> <p>Informal Assessment</p> <p>Teacher's Edition Questions, throughout Lessons and Features</p> <p>Section Reviews PE/TE pp. 465-467, 471-474, 477-482, 485-487, 493-496, 499-502, 507-510, 517-521</p> <p>Close and Assess, TE pp. 461, 467, 469, 474, 475, 482, 483, 487, 496, 497, 503, 505, 511, 513, 515, 521, 525</p> <p>Portfolio Assessment</p> <p>Portfolio Assessment, TE pp. 455, 456, 527</p> <p>Leveled Practice, TE pp. 467, 474, 479, 482, 493, 499, 507, 512, 518</p> <p>Workbook, pp. 107-122</p> <p>Chapter Review: Write About History, PE/TE pp. 489, 523</p> <p>Performance Assessment</p> <p>Unit Review: Apply Skills PE/TE p. 527</p> <p>Curriculum Connection: Writing, PE/TE pp. 482, 503, 521 TE pp. 457, 468, 472, 474, 475, 493, 499, 505, 509, 518</p> <p>Hands-on Unit Project TE pp. 455, 489, 523, 528</p> <p>Internet Activity, PE/TE p.528</p> <p>Chapter 14 Performance Assessment TE p. 488</p> <p>Chapter 15 Performance Assessment TE p. 522</p> <p>Unit Review: Write and Share TE/PE p.527</p> <p>Scoring Guides, TE pp. 527-528</p>	<p>History Standards</p> <p>8.1.3.A Understand chronological thinking and distinguish between past, present and future time.</p> <p>8.1.3.B Develop an understanding of historical sources.</p> <p>8.3.3.D Identify conflict and cooperation among social groups and organizations in United States history</p> <p>Civic Standards</p> <p>5.2.3.A Identify examples of the rights and responsibilities of citizenship.</p> <p>5.2.3.D Identify the importance of political leadership and public service in the school, community, state and nation.</p> <p>5.2.3.E Identify examples of the rights and responsibilities of citizenship.</p> <p>5.3.3.I Explain why taxes are necessary and identify who pays them.</p> <p>5.4.3.A Identify how customs and traditions influence governments.</p> <p>5.4.3.B Recognize that the world is divided into various political units.</p> <p>5.4.3.E Identify how nations work together to solve problems</p> <p>Geography Standards</p> <p>7.1.3.A Identify geographic tools and their uses.</p> <p>7.1.3B Identify and locate places and regions.</p> <p>7.3.3.A Identify the human characteristics of places and regions by their population characteristics.</p> <p>7.3.3.C Identify the human characteristics of places and regions by their settlement characteristics.</p> <p style="text-align: center;">Career Standards</p> <p style="text-align: center;">Does not apply</p>

Unit 7: War Divides the Nation
Grade 5



Teacher Notes

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