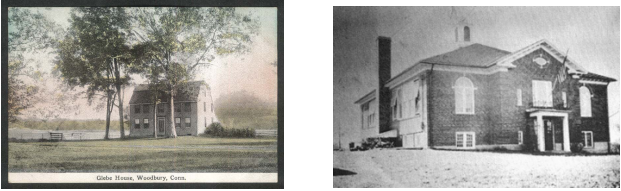
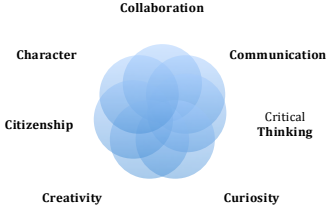


<b>Content Area: Social Studies</b>	Course: Grade 5 Social Studies	<b>Grade Level: Fifth</b>
	<b>R14 The Seven Cs of Learning</b> 	
<b>Unit Titles</b>	<b>Length of Unit</b>	
<ul style="list-style-type: none"> <li>• Early Settlements and Indigenous Peoples</li> </ul>	<ul style="list-style-type: none"> <li>• 8-10 weeks</li> </ul>	
<ul style="list-style-type: none"> <li>• 13 Colonies</li> </ul>	<ul style="list-style-type: none"> <li>• 8-10 weeks</li> </ul>	
<ul style="list-style-type: none"> <li>• French and Indian War and American Revolution</li> </ul>	<ul style="list-style-type: none"> <li>• 8-10 weeks</li> </ul>	



Strands	Course Level Expectations
<b>History</b>	<ul style="list-style-type: none"> <li>• Interpret the reasons that would lead people or groups to settle in a new land.</li> <li>• Analyze cultural differences and interactions between people.</li> <li>• Determine how fundamental values unite people.</li> </ul>
<b>Civics</b>	<ul style="list-style-type: none"> <li>• Identify how geographic, economic, and cultural conditions affected the growth of societies.</li> <li>• Analyze how the actions of people influenced the development of democratic principles.</li> <li>• Understand that conflict can lead to change</li> </ul>
<b>Economics</b>	<ul style="list-style-type: none"> <li>• Critically analyze how the development of the colonies and colonial conflicts contributed to an American identity.</li> <li>• The economic contributions and opportunities in the colonies.</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>• The physical geography affected how the colonies developed.</li> <li>• How people used the land in the colonies.</li> </ul>

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<b>Unit Title</b>	<b>Early Settlements and Indigenous Peoples</b>	<b>Length of Unit</b>	5 to 8 weeks
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• Why was America seen as the land of opportunity?</li> <li>• How did the colonization influence various groups and the national identity of America?</li> </ul>		
<b>Standards</b>	<p><b>Developing Questions and Planning Inquiry</b>          INQ 3-5.1, INQ 3-5.4, INQ 3-5.5</p> <p><b>Evaluating Sources and Using Evidence</b>          INQ 3-5.6, INQ 3-5.9</p> <p><b>Communicating Conclusions and Taking Informed Action</b>          INQ 3-5.10, INQ 3-5.11, INQ, 3-5.12, INQ 3-5.13</p> <p><b>Applying Disciplinary Concepts and Tools</b>          HIST 5.4, HIST 5.9, HIST 5.10, GEO 5.3, ECO 5.1</p>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Settlement Patterns in early American colonies</li> <li>• Cultural influences</li> </ul>		
<b>Key Vocabulary</b>	Indigenous, colony, settlement, colonization, identity, claims, counterclaims, push and pull		

Standards based on: *Connecticut Elementary and Secondary Social Studies Frameworks*

For more information visit: <http://www.sde.ct.gov/sde/lib/sde/pdf/board/ssframeworks.pdf>

<b>Unit Title</b>	<b>Explorations and Early Settlements</b>	<b>Length of Unit</b>	
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<b>Critical Content: My students will Know...</b>	<b>Key Skills: My students will be able to (Do)</b>
<ul style="list-style-type: none"> <li>• The push and pull factors (economic, political, social and religious) that led people to leave Europe for the American colonies.</li> <li>• The differences and similarities between early colonies (Roanoke, Jamestown, Plymouth)</li> <li>• The interactions with the indigenous peoples were important to the survival of the early colonists.</li> <li>• The cultural differences between the colonist and indigenous peoples.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret the push and pull factors (economic, political, social and religious) that led people to leave Europe for the American colonies.</li> <li>• Justify the qualities that made or did not make a settlement successful.</li> <li>• Critically understand why the interactions with the indigenous peoples were important to the survival of the colonies.</li> <li>• Analyze the cultural differences between colonists and the indigenous peoples and how it affected progress.</li> </ul>

<b>Assessments:</b>	<ul style="list-style-type: none"> <li>• Performance Task showing the colonists' journey, beginning in England and ending in the early colonies.</li> </ul>
<b>Teacher Resources:</b>	Social Studies Weekly, Region 14 Data Base (True Flix), Flipster (n-line Magazine Subscription) Newsela, Print resources on Native Americans, <a href="#">The Institute for Native American Studies</a> , Rethinkin Columbus the Next 500 Years, <a href="#">Primary Sources Jamestown</a> , eBooks: i.e. <i>Life in the Colonies</i>

<b>Unit Title</b>	<b>Thirteen Colonies</b>	<b>Length of Unit</b>	8-10 weeks
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• How did geographic, economic, and cultural conditions affect the growth and development of the colonies?</li> <li>• How did the actions of colonists in colonial America influence the development of the democratic principles that provided the foundation for our country and still influence us today?</li> </ul>		
<b>Standards</b>	<p><b>Developing Questions and Planning Inquiry</b>          INQ 3-5.4, INQ 3-5.5</p> <p><b>Evaluating Sources and Using Evidence</b>          INQ 3-5.6, INQ 3-5.9</p> <p><b>Communicating Conclusions and Taking Informed Action</b>          INQ 3-5.10, INQ 3-5.11, INQ, 3-5.12, INQ 3-5.13</p> <p><b>Applying Disciplinary Concepts and Tools</b>          HIST 5.6,HIST 5.10, CIV 5.3, ECO 5.1, ECO 5.2, GEO 5.1, GEO 5.3</p>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Growth and development factors</li> <li>• Slavery</li> <li>• Governmental structure</li> <li>• Economic differences</li> </ul>		
<b>Key Vocabulary</b>	geography, economy, culture, settlement, indentured servants		

<b>Unit Title</b>	<b>Thirteen Colonies</b>	<b>Length of Unit</b>	8-10 weeks
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<b>Critical Content: My students will Know...</b>	<b>Key Skills: My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>the differences and similarities (geographic, economic and governmental structures) between the thirteen colonies and regions.</li> <li>how geographic, economic, and cultural conditions affected the colonies.</li> <li>ways to research and support an argument.</li> </ul>	<ul style="list-style-type: none"> <li>evaluate settlements in the southern, middle, and New England colonies.</li> <li>analyze how the geographic characteristics of the regions affected the economic conditions in the colonies.</li> <li>formulate a persuasive argument using research-based evidence on the thirteen colonies.</li> <li>develop strategies and tools to prepare for and engage in an academic debate</li> </ul>

<b>Assessments:</b>	Persuasive argument (come to my colony project), debate; --call this “performance task”?
<b>Teacher Resources:</b>	Articles selected by teacher, trade books, Social Studies Weekly, Region 14 Data Base, Newsela, Map of the Colonies, eBook: <i>Life in the Colonies</i> , other resources as needed Local Libraries and Bethlehem and Woodbury Historical Societies

<b>Unit Title</b>	French and Indian War and American Revolution	<b>Length of Unit</b>	8-10 weeks
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• How did the development of the colonies and colonial conflicts contribute to an American identity?</li> <li>• How did a perception of injustice fuel conflict during the colonial period in United States history?</li> <li>• How did geography play a role in the conflicts?</li> <li>• How does conflict lead to change? (Economical, political, geographical, cultural...)</li> </ul>		
<b>Standards</b>	<p><b>Developing Questions and Planning Inquiry</b> INQ 3-5.4, INQ 3-5.5</p> <p><b>Evaluating Sources and Using Evidence</b> INQ 3-5.8, INQ 3-5.9</p> <p><b>Communicating Conclusions and Taking Informed Action</b> INQ 3-5.10, INQ 3-5.11, INQ 3-5.12, INQ 3-5.13</p> <p><b>Applying Disciplinary Concepts and Tools</b> <b>HIST 5.1, HIST 5.4, HIST 5.9, HIST 5.10, CIV 5.1, CIV 5.2, CIV 5.3, ECO 5.2, GEO 5.3</b> <b>R15.3, R15.5, W5.3</b></p>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Freedom and equality</li> <li>• Justice and injustice</li> <li>• National identity</li> </ul>		
<b>Key Vocabulary</b>	militia, loyalists, patriots, neutralists, revolution, justice, taxation		



<b>Unit Title</b>	French and Indian War and American Revolution	<b>Length of Unit</b>	5-8 weeks
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<b>Critical Content: My students will Know...</b>	<b>Key Skills: My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• that there was a role the Connecticut militia played in the French and Indian War.</li> <li>• Causes of the American Revolution.</li> <li>• how advancements in technology and innovation made the battles of the American Revolution different than those of previous wars.</li> <li>• the impact of the British taxing the colonists and the effects it had.</li> <li>• what role Connecticut, women, and indigenous peoples played in the American Revolution and the effects the war had on those groups.</li> <li>• what issues pushed the colonies to unite.</li> <li>• the difference between loyalist, patriots, and neutralist.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the causes and effects of the French and Indian War with an emphasis on how the French and Indian War affected the relationship between England and its colonies.</li> <li>• explain causes and effects of the French and Indian War</li> <li>• examine the role of the Connecticut militia in the French and Indian War.</li> <li>• research and critically evaluate causes of the American Revolution.</li> <li>• compare and contrast to draw conclusion about how the battles of the American Revolution were different from those of previous wars.</li> <li>• analyze the impact of the slogan, “no taxation without representation” and its influence on the colonist.</li> <li>• explain the role of Connecticut in the American Revolution and the impact the war had o groups of people in Connecticut.</li> <li>• evaluate the roles that women and indigenous peoples played in the American Revolution.</li> <li>• critically evaluate how the injustices of the British pushed the colonies to unite.</li> <li>• identify then critique the differences in the perspective of loyalist, patriots, and neutralists.</li> </ul>

<b>Assessments:</b>	Performance assessment with the colonies
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<b>Teacher Resources:</b>	Social Studies Weekly, Region 14 Data Base, <a href="#">Teach It Grade 5:</a> Region 14 library resources eBooks: <i>Heroes of the American Revolution</i> , <i>Great Women of the American Revolution</i> , <i>American Revolution by Numbers</i> , and <i>Active History of the American Revolution</i> . <a href="#">Map of the American Colonies</a> , <a href="#">World Map</a> Primary Source Documents (Regional libraries) <a href="#">Comparing the Patriots vs. Loyalists Viewpoints</a>
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