

Grade 5	Unit 1: Give Me Five-Geography		Suggested Length: 3 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u>
	<p><u>Program of Studies</u></p> <p>1. How can we use the five themes of geography to study the U.S.?</p> <p>2. What are the regions of the United States and how are they similar and different?</p> <p>3. How does the environment affect our lives?</p> <p>4. What is our relationship with our neighbors to the North and South of us?</p> <p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ SS-05-4.1.1 Students will use geographic tools (e.g., maps, charts, graphs) to identify natural resources and other physical characteristics (e.g., major landforms, major bodies of water, weather, climate, roads, bridges) and analyze patterns of movement and settlement in the United States. DOK 3 ❑ SS-05-4.1.2 Students will use geographic tools to locate and describe major landforms, bodies of water and objects in the United States by their absolute location. DOK 2 ❑ SS-05-4.1.3 Students will describe how different factors (e.g., rivers, mountains) influence where human activities were/are located in the United States. ❑ SS-05-4.1.4 Students explain how factors in one location can impact on other locations (e.g., natural disasters, building dams). ❑ SS-05-4.3.2 Students will describe how 	<p>Key Terms and Vocabulary</p> <ul style="list-style-type: none"> ❑ Five themes of Geography <ul style="list-style-type: none"> ❑ Place ❑ Location ❑ Region ❑ Movement ❑ Human/Environment Interaction ❑ Mental Maps ❑ Latitude and Longitude ❑ Technology ❑ Landforms ❑ Regions of United States ❑ Region Nicknames <ul style="list-style-type: none"> ❑ Ex. Corn belt ❑ Climate ❑ Natural Resources ❑ Intermediate Directions ❑ Cardinal Directions ❑ Hemispheres ❑ Compass Rose ❑ Map Skills ❑ Different Kinds of Maps (ex road, physical, political) ❑ Tourist attractions ❑ Absolute location ❑ Physical characteristics ❑ Relative location ❑ Thematic maps ❑ Fertile ❑ Inaccessible ❑ Population ❑ Adapt ❑ Perspective 	<p>Student will:</p> <ul style="list-style-type: none"> ❑ Use map games to review basic geography skills. 5.4.1.1 DOK 3 ❑ Create map of room to demonstrate use of symbols and map key. 5.4.1.2 DOK 1 ❑ Develop stories using longitude and latitude to describe a location and other students will guess location base on story. ❑ Demonstrate learning of landforms by a performance test by using landform stations. 5.4.1.3 DOK 2 ❑ Use compasses to discover how directions are used to go place to place. 5.4.1.2 DOK 1 ❑ <u>Explain the use of natural resources through Open Response.</u> 5.5.2.1 DOK 2 ❑ Design and Present a planned vacation to a tourist attraction in Kentucky using various Geography skills. 5.4.1.1 DOK ❑ Choose and complete one activity from a tic-tac toe sheet to show understanding of the regions of the United States. ❑ Complete Graphic Organizer on Regions. 5.4.2.1 DOK 2 ❑ Explain how climate and environment affects a region and the features of the Regions of the United States by completing a choice of activities including a letter, diorama, PowerPoint, Brochure or an oral presentation. 5.4.1.4 ❑ Use a Bracken County Road map to develop map skills. ❑ Review Map skills by completing a Tic Tac Toe activity in which students choose three activities in Tic Tac Toe formation. (Activities like creating a state, finding directions around school using compass, and comparing two types of maps using Venn diagram). 5.4.1.1 DOK 3 ❑ <u>Complete Test on Regions/Geography Skills containing multiple choice, fill in the blank, and open response on analyzing Regions.</u> 5.4.2.1 DOK 2 ❑ Create or plan a town based on physical characteristics give to a certain group. 5.4.1.3 DOK 2

Grade 5	Unit 1: Give Me Five-Geography		Suggested Length: 3 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>advances in technology (e.g., dams, reservoirs, roads, irrigation) allow people to settle in places previously inaccessible in the United States. DOK 2</p> <ul style="list-style-type: none"> ❑ SS-05-4.4.3 Students will describe how individuals/groups may have different perspectives about the use of land (e.g., farming, industrial, residential, recreational). 		

Grade 5	Unit 2: Culture Quest		Suggested Length: 6 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. How does the environment affect a culture?</p> <p>2. How do language, food, and folktales shape a culture?</p> <p>3. What are characteristics of a culture?</p> <p>4. What happened to early cultures when explorers came to their land?</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ <i>CS-1 Understand how culture in the United States has been influenced by languages, literature, arts, beliefs, and behaviors of diverse groups.</i> ❑ <i>CS-2 Recognize social institutions and their impact in the history of the United States.</i> ❑ <i>CS-3 Examine social interactions among diverse groups in the history of the United States.</i> ❑ <i>H-3 Recognize broad historical periods and eras of the history of the United States (i.e., Land and People before Columbus, Age of Exploration, Colonization, War for Independence, Young Republic, Westward Expansion, Industrialism, Twentieth Century).</i> ❑ <i>H-5 Examine the historical contributions of individuals and groups.</i> <p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ SS-05-2.1.1 Students will identify early cultures (e.g., English, Spanish, French, 	<ul style="list-style-type: none"> ❑ Bering Land Bridge ❑ Migration ❑ Elements of Culture: beliefs, language, customs of a people ❑ Civilization ❑ Cultures: <ul style="list-style-type: none"> ❑ Maya ❑ Aztec ❑ Anasazi ❑ Native American ❑ Groups of the West, Southwest, Plains, and Eastern Woodlands ❑ Surplus ❑ Specialize ❑ Archaeologist ❑ Empire ❑ Slavery ❑ Artifact ❑ Irrigation ❑ Technology 	<ul style="list-style-type: none"> ❑ Create Culture web on Maya, Aztec and Anasazi. Students will draw pictures on web to show elements of culture. 5.2.1.1 DOK 2, 5.2.2.1 ❑ Develop and Present an artifact bag of personal artifact. 5.5.1.1 DOK 2 ❑ Analyze examples of primary and secondary sources in order to compare the sources by using Venn diagram. 5.5.1.1 DOK 2 ❑ <u>Write a myth like the Native Americans had by explaining how something in nature was formed (WP).</u> 5.2.1.1 DOK 2 ❑ Simulate what happens when cultures collide by taking part in a simulation called “Collision” Students will become five tribes and other students will be Indian Agents to discover what happened to the Native Americans. 5.2.1.1 DOK 2 ❑ Research a Native American culture and present findings to the class using murals, picture book, dramatization, and PowerPoint to describe culture and explain how they created new Technology to solve problems and adapt to the environment. 5.2.2.1, 5.4.4.1 DOK 2 ❑ Use web page to compare and contrast Native American

Grade 5	Unit 2: Culture Quest		Suggested Length: 6 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u>
	<p>West African) in the United States and analyze their similarities and differences. DOK 2</p> <ul style="list-style-type: none"> ❑ SS-05-2.2.1 Students will describe social institutions (government, economy, education, religion, family) in the United States and explain their role in the growth and development of the nation. ❑ SS-05-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict) that occurred between diverse groups (e.g., Native Americans, European Explorers, English colonists, British Parliament) in the history of the United States. DOK 2 ❑ SS-05-2.3.2 Students will give examples of conflicts between individuals or groups and describe appropriate conflict resolution strategies (e.g., compromise, cooperation, communication). DOK 2 ❑ SS-05-4.3.2 Students will describe how advances in technology (e.g., dams, reservoirs, roads, irrigation) allow people to settle in places previously inaccessible in the United States. DOK 2 ❑ SS-05-4.4.1 Students will explain and give examples of how people adapted to/modified the physical environment (e.g., natural resources, physical geography, natural disasters) to meet their needs during the history of the U.S. (Colonization, Expansion) and analyze the impact on their environment. DOK 3 ❑ SS-05-5.1.1 Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, maps, timelines) to artifacts, diaries, timelines) to describe significant events in the history of the U.S. and interpret different perspectives. DOK 	<ul style="list-style-type: none"> ❑ Different types of ❑ Houses according to Environment such as Pueblo, Longhouse, teepee, wigwam ❑ Cause/Effect ❑ Family ❑ Culture ❑ Institution ❑ Custom ❑ Unique ❑ Society ❑ Compromise ❑ Prejudice ❑ Stereotype ❑ Belief ❑ Barter ❑ Tradition ❑ Conflict ❑ Artifact ❑ Time Line 	<p>Student will:</p> <p>Cultures. 5.2.3.1 DOK 2, 5.5.1.1 DOK 2</p> <ul style="list-style-type: none"> ❑ Examine how Native Americans adapted to their environment; students will create a model of house depending on the environment. 5.4.2.1 DOK 2 ❑ Explain how Native Americans adapted to their environment by answering Changing the Environment open response. 5.4.3.2 DOK 2, 5.4.4.1 DOK 2 ❑ <u>Compare and Contrast our own culture to a Native American Culture by answering a Culture Compare open response.</u> 5.2.1.1 DOK 2, 5.4.2.1 DOK 2 ❑ Analyze time lines of early cultures. 5.5.1.1 DOK 2, 5.5.2.5 DOK 2 ❑ <u>Complete Test on Native American Cultures containing multiple choice, one performance question, and open response question on adapting to their environment.</u> Open-Response – Comparing cultures (English/European). 5.5.2.5 DOK 2

Grade 5	Unit 2: Culture Quest		Suggested Length: 6 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>3</p> <ul style="list-style-type: none"> ❑ SS-05-5.2.4 Students will describe significant historical events in each of the broad historical periods and eras in U.S. history (Colonization and Settlement, Revolution and a New Nation, Expansion and Conflict, Industrialization and Immigration, Twentieth Century to Present) and explain cause and effect relationships. DOK 3 		

Grade 5	Unit 3: Let’s Get Colonized! (Age of Exploration and Colonization)		Suggested Length: 6 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. Why did explorers come to the Western Hemisphere?</p> <p>2. How did the different cultures interact with each other?</p> <p>3. What types of institutions did the first colonies set up in order to succeed?</p> <p>4. How did the environment make the way</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ <i>H-1 Explore the interpretive nature (how perceptions of people and passing of time influence accounts of historical events) of the history of the United States using a variety of tools (e.g., primary and secondary sources, data, artifacts).</i> ❑ <i>H-2 Develop a chronological understanding of the history of the United States and recognize cause-and-effect relationships and multiple causation</i> ❑ <i>H-3 Recognize broad historical periods and eras of the history of the United States (i.e., Land and People before Columbus, Age of Exploration, Colonization, War for Independence, Young Republic, Westward Expansion, Industrialism, Twentieth Century).</i> ❑ <i>H-5 Examine the historical contributions of individuals and groups.</i> ❑ <i>G-4 Examine how the history of the United States was influenced by its physical environment.</i> 	<ul style="list-style-type: none"> ❑ Expedition ❑ Colony ❑ Columbian exchange ❑ Explorers and their countries (ex- Erikson, Columbus, DeSoto, Hudson, Cortez, Champlain, Cabot) ❑ Conquistadors ❑ Charter ❑ Armada ❑ Settlements (ex- Jamestown, Saint Augustine, Plymouth, 13 colonies) ❑ Regional differences between colonies (ex- New England, Middle, Southern) ❑ Northwest Passage ❑ Economic Terms 	<ul style="list-style-type: none"> ❑ Discuss and Participate in a Simulation called Brown Gold in order to identify a major reason for the Spanish colonization of the New World. Teacher will eat a chocolate candy bar (Brown Gold) in front of the Students and the students will be spit into teams of small countries and large countries to look around the room for another piece of Brown Gold. The students will then discuss why they wanted to look for the Brown Gold and why they would do anything for it. Students will explain the reason for colonization by answering an open response question called the Brown Gold Greed Experiment. 5.5.2.3 DOK 3, 5.5.2.5 DOK 2 ❑ Identify and analyze the contributions of explorers by completing one of the following activities: create a flipbook on five explorers in which you discuss explorations and draw a picture to illustrate explorations, develop a presentation and become a explorer by having a costume and a prop, develop a map which shows the explorations of 5 explorers. 5.2.3.1 DOK 2, 5.4.3.2 DOK 2, 5.5.4.4 DOK 2

Grade 5	Unit 3: Let's Get Colonized! (Age of Exploration and Colonization)		Suggested Length: 6 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>of life different in the thirteen colonies?</p>	<ul style="list-style-type: none"> ❑ <i>G-5 Understand human settlement patterns in the United States and how they were related to the physical environment.</i> ❑ <i>E-1 Students will recognize the impact of economic factors (e.g., security, growth, desire for profits) on decisions made by individuals, businesses, and governments in the United States.</i> ❑ <i>CS-1 Understand how culture in the United States has been influenced by languages, literature, arts, beliefs, and behaviors of diverse groups.</i> ❑ <i>CS-3 Examine social interactions among diverse groups in the history of the United States.</i> <p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ SS-05-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict) that occurred between diverse groups (e.g., Native Americans, European Explorers, English colonist, British Parliament) in the history of the United States. DOK 2 ❑ SS-05-2.3.2 Students will give examples of conflicts between individuals or groups and describe appropriate conflict resolution strategies (e.g., compromise, cooperation, communication). DOK 2 ❑ SS-05-3.1.1 Students will describe scarcity and explain how scarcity required people in different periods in the U. S. (Colonization, Expansion, Twentieth Century to Present) to make economic choices (e.g., use of productive resources- natural, human, capital) and incur 	<p>(stock, cash crop, indentured servants, supply and demand, export, import, free enterprise, industry)</p> <ul style="list-style-type: none"> ❑ Primary source ❑ Secondary source ❑ Colonial era ❑ Available ❑ Opportunity cost ❑ Free enterprise ❑ Revenue ❑ Scarcity ❑ Demand ❑ Goods ❑ Market ❑ Supply ❑ System ❑ Consumer ❑ Consumption ❑ Distribution ❑ Production ❑ Profit ❑ Tax ❑ Economy ❑ Compromise ❑ Cooperation ❑ Communication ❑ Specialization ❑ Physical Characteristics 	<ul style="list-style-type: none"> ❑ Develop skill of reading a historical map and comparing different maps by answering questions about different historical maps. 5.5.2.5 DOK 2 ❑ Watch a PowerPoint on Early European Settlements. 5.2.3.1 DOK 2 ❑ Discuss and Participate in a Simulation called Blind passage. Explain the Northwest Passage and the benefits that came from this type of exploration by answering Blind passage Open Response. 5.4.3.1 DOK 2, 5.4.3.2 DOK 2 ❑ Analyze the problems and solutions that England discovered when trying to begin a new Colony. Complete a Graphic Organizer. 5.2.3.1 DOK 2, 5.4.3.2 DOK 2 ❑ Discuss the various forms of governments that the colonists set up. Students will choose a form of government like the Mayflower Compact in groups and present findings to class. 5.4.3.1 DOK 2, 5.5.2.3 DOK 3, 5.5.2.5 DOK 2 ❑ Analyze the different regions of the colonies by completing group projects such as brochures, PowerPoint or Newscast. Project will focus on environment, economy, and why they came to the colonies. While groups present, the class will take notes on each presentation. 5.3.1.1 DOK 2, 5.4.3.1 DOK 2, 5.3.1.1 DOK 2, 5.3.3.1 DOK 3, 5.5.2.3 DOK 3 ❑ Discuss Free Enterprise and create a sign for a trade in colonial times. 5.3.1.1 DOK 2, 5.3.2.1 DOK 2, 5.3.3.1 DOK 3 ❑ Complete Cloze Reading Activity to Discuss African American life in the colonies and the Triangular Trade. 5.2.3.1 DOK 2, ❑ To discuss the Spanish and French Accomplishments in North America they will develop questions to share with class entitled what's up with the Spanish and the French? 5.2.3.1 DOK 2, 5.5.2.4 DOK 2 ❑ Role-play causes and Events of French and Indian War. 5.2.3.1 DOK 2

Grade 5	Unit 3: Let's Get Colonized! (Age of Exploration and Colonization)		Suggested Length: 6 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>opportunity costs. DOK 2</p> <ul style="list-style-type: none"> ❑ SS-05-3.2.1 Students will explain how profits motivated individuals/businesses in the U. S. (Expansion, Industrialization) to take risks in producing goods and services. ❑ SS-05-3.3.1 Students will give examples of markets in different periods of U. S. History (Colonization, Expansion, Industrialization, Twentieth Century to Present) and explain similarities and differences. DOK 2 ❑ SS-05-3.4.1 Students will describe production, distribution and consumption of goods and services in the history of the United States (Colonization, Expansion, Industrialization, Twentieth Century to Present). DOK 3 ❑ SS-05-3.4.2 Students will describe how new knowledge, technology/tools and specialization increase/increased productivity in the U. S. (Colonization, Expansion, Industrialization, Twentieth Century to Present). DOK 3 ❑ SS-05-4.3.1 Students will explain patterns of human settlement in early development of the United States and explain how these patterns were influenced by physical characteristics (e.g., climate, landforms, bodies of water). DOK 2 ❑ SS-05-4.3.2 Students will describe how advances in technology (e.g., dams, reservoirs, roads, irrigation) allow people to settle in places previously inaccessible in the United States. DOK 2 ❑ SS-05-4.4.2 Students will describe how the physical environment (e.g., mountains as barriers for protection, rivers as barriers of transportation) both promoted and 		<ul style="list-style-type: none"> ❑ Choose a conflict that happened during this era and describe how the conflict could have been resolved peacefully with compromise, cooperation, and communication. 5.2.3.2 DOK 2 ❑ Analyze a graph, which show cash crops the colonies produced. 5.3.1.1 DOK 2 ❑ Create a business to learn aspects of free enterprise. 5.3.2.1 DOK 2 ❑ Analyze the parts of a colonial town. 5.2.3.2 DOK 2 ❑ <u>Open-response – Why they came.</u> 5.5.2.3 DOK 3 ❑ <u>Complete Test on Colonial Life, which contains multiple-choice questions and an open response, entitled “What’s Life like in the English Colonies?”</u> 5.2.3.1 DOK 2

Grade 5	Unit 3: Let's Get Colonized! (Age of Exploration and Colonization)		Suggested Length: 6 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>restricted human activities during the early settlement of the U.S. (Colonization, Expansion). DOK 2</p> <ul style="list-style-type: none"> ❑ SS-05-4.4.3 Students will describe how individuals/groups may have different perspectives about the use of land (e.g., farming, industrial, residential, recreational). ❑ SS-05-5.2.3 Students will compare change over time (Colonization, Industrialization, Twentieth Century to Present) in communication, technology, transportation and education. DOK 3 ❑ SS-05-5.2.4 Students will describe significant historical events in each of the broad historical periods and eras in U.S. history (Colonization and Settlement, Revolution and a New Nation, Expansion and Conflict, Industrialization and Immigration, Twentieth Century to Present) and explain cause and effect relationships. DOK 3 		

Grade 5	Unit 4: A New Nation and Beyond!!		Suggested Length: 6 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. What were the causes of the War for Independence?</p> <p>2. What were the major events of the American Revolution?</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ <i>H-1 Explore the interpretive nature (how perceptions of people and passing of time influence accounts of historical events) of the history of the United States using a variety of tools (e.g., primary and secondary sources, data, artifacts).</i> ❑ <i>H-2 Develop a chronological understanding of the history of the United States and recognize cause-and-effect relationships and multiple causation</i> 	<ul style="list-style-type: none"> ❑ Self Government Terms (assembly, town meeting, militia, delegate) ❑ Liberty ❑ Rebel ❑ Treason ❑ Causes of American Revolution (Stamp Act, Townshend Acts, 	<ul style="list-style-type: none"> ❑ Identify the important colonists and terms associated with the road to self-government for the colonists by playing the Who are you game? To play game you identify as many people or students associated with Self Governing of the Colonists. Students will use various resources. 5.1.3.2 DOK 3 ❑ Create a cause and effect chart of the causes of American Revolution. 5.1.2.1 DOK 2 ❑ Understand Taxation without Representation by participating in a Simulation called The King's M&M's

Grade 5	Unit 4: A New Nation and Beyond!!		Suggested Length: 6 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u>
<p>3. Why did we form a democratic republic and how does it work?</p> <p>4. What is the purpose of government and what is the relationship between the government and its citizens?</p>	<ul style="list-style-type: none"> ❑ <i>H-3 Recognize broad historical periods and eras of the history of the United States (i.e., Land and People before Columbus, Age of Exploration, Colonization, War for Independence, Young Republic, Westward Expansion, Industrialism, Twentieth Century).</i> ❑ <i>H-6 Recognize the significance of important symbols, monuments, patriotic songs, poems, and written passages in the history of the United States.</i> ❑ <i>GC-1 Recognize the basic purpose of democratic governments including the establishment of order, security, and the attainment of common goals.</i> ❑ <i>GC-2 Understand that the Constitution of the United States establishes a government in which powers are shared among different levels and branches.</i> ❑ <i>GC-3 Understand that, in a democratic society, citizens have rights and responsibilities.</i> ❑ <i>GC-4 Explore the rights and responsibilities of citizens in real-life situations.</i> ❑ <i>E-2 Students will examine basic components (e.g., taxes, goods and services provided by government) of the economic system of the United States.</i> <p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ SS-05-1.1.1 Students will describe the basic purposes of the United States Government as defined in the Preamble to the U.S. Constitution (to establish justice, to ensure domestic tranquility, to provide for the common defense, to promote the general welfare, to secure the blessings of liberty); give examples of services the U. S. 	<p>Boston Massacre, Boston Tea Party, Intolerable Acts)</p> <ul style="list-style-type: none"> ❑ Sons of Liberty ❑ Declaration of Independence ❑ Articles of Confederation ❑ Constitution ❑ Preamble ❑ Bill of Rights ❑ Checks and balances ❑ Ratification ❑ Constitutional Convention ❑ Senate ❑ House of Representatives ❑ Supreme Court ❑ Citizen ❑ Democratic ❑ Government ❑ Loyalists ❑ Patriot ❑ Articles ❑ Conflict ❑ Executive ❑ Legislative ❑ Judicial ❑ National ❑ State ❑ Local ❑ Amendment 	<p>Student will:</p> <p>(The Stamp Act). Students will take the role of either the King or Parliament or tax collector or colonist. The colonist will be taxed on various items such as wearing Tennis Shoes or Jeans and must pay their M&M 's to the King. Students will discuss how taxation without representation is unfair. 5.1.2.1 DOK 2</p> <ul style="list-style-type: none"> ❑ Analyze the effects of Taxation without Representation by choosing the side of the King or the colonist by answering an Open Response entitled Right or Wrong, you be the judge. 5.1.2.1 DOK 2 ❑ Complete Time Line of the Causes of the American Revolution. ❑ Pretend they are a colonist and write a journal entry about what happened on April 18-19 1775. ❑ Write a poem or song or draw a detailed picture describing one of the first battles of the American Revolution. 5.1.2.1 DOK 2, 5.5.1.2 DOK 3 ❑ Explain a Political Cartoon drawn in Revolutionary Times to show free speech. 5.1.2.1 DOK 2 ❑ Complete Project to show important battles, people, and the end of the war. Projects choices: Pop-up Bibliography, Create Colonial Newspaper, Newscast or PowerPoint. 5.5.1.2 DOK 3 ❑ <u>Complete Test on the American Revolution, which includes multiple-choice questions and an open response.</u> ❑ Read <u>The Secret Soldier</u> by Ann McGovern to show women's role in war. 5.5.5.1 DOK 2 ❑ Describe the pros and cons of declaring independence by first analyzing the parts of the Declaration of Independence then picking something in the student's life they would like to be gone and writing the Pros and Cons to see if independence is really the answer. 5.5.2.1 DOK 3 ❑ Watch various episodes of "Liberty Kids" to review the causes and events of the War. 5.5.2.1 DOK 3 ❑ Create a Pro/Con Chart of the Articles of Confederation and determine why the first plan of government failed. 5.5.2.1 DOK 3

Grade 5	Unit 4: A New Nation and Beyond!!		Suggested Length: 6 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u>
	<p>Government provides (e.g., armed forces, interstate highways, national parks) and analyze the importance of these services to citizens today. DOK 3</p> <ul style="list-style-type: none"> ❑ SS-05-1.1.2 Students will explain and give examples of how democratic governments function (by making, enacting and enforcing laws) to promote the “common good” (e.g., public smoking ban, speed limits, seat belt requirements). DOK 3 ❑ SS-05-1.2.1 Students will identify the three branches of the U. S. Government, explain the basic duties of each branch (executive-enforce the laws, legislative-make the laws, judicial-interpret the laws) and identify important national/federal offices/leaders, (President, Vice-President, Congress, House, Senate, U. S. Senators, U. S. Representatives, U. S. Supreme Court, judges) associated with each branch. DOK 2 ❑ SS-05-1.2.2 Students will explain why the framers of the Constitution felt it was important to establish a government where powers are shared across different levels (local, state, national/federal) and branches (executive, legislative, judicial). DOK 2 ❑ SS-05-1.3.1 Students will explain the basic principles of democracy (e.g., justice, equality, responsibility, freedom) found in significant U. S. historical documents (Declaration of Independence, U. S. Constitution, Bill of Rights) and analyze why they are important to citizens today. DOK 3 ❑ SS-05-1.3.2 Students will describe specific rights and responsibilities individuals have as citizens of the United States (e.g., voting in national elections) and explain why civic 		<p>Student will:</p> <ul style="list-style-type: none"> ❑ Debate the Virginia Plan and the New Jersey plan to discuss how to resolve conflict. Students will be into groups to debate. 5.5.2.1 DOK 3 ❑ Watch <u>School House Rock</u> video “Preamble” and will read and analyze the goals of the Constitution. The Preamble will then be put in the student’s own words in order to understand its meaning. 5.1.3.1 DOK 3 ❑ Complete Graphic Organizer on Branches of Government. 5.5.2.1 DOK 3 ❑ Complete Web Activities to learn about the different levels of government and the powers of each. 5.5.2.1 DOK 3 ❑ Role-plays checks and balance system by becoming the branches of government to pass a class law. 5.1.1.2 DOK 3 ❑ Elect students to each branch of government and after election students will research position to determine their job. 5.1.1.2 DOK 3 ❑ Conduct mock school meeting to create appropriate school rules and to discuss why the government creates laws. 5.1.1.2 DOK 3 ❑ Analyze the Bill of Rights by discussing an amendment in groups and then putting it in their own words. 5.1.3.2 DOK 3 ❑ Sing a Bill of Rights Rap. 5.1.3.2 DOK 3 ❑ Debate whether a new amendment should be added to the constitution. Students will receive imaginary amendment and will debate the amendment to show how hard it is to get a new amendment passed. 5.1.3.2 DOK 3 ❑ Develop web for Citizens Responsibilities and what the Government Provides. 5.1.3.2 DOK 3 ❑ Write a letter to a council member to discuss a community problem or to the local newspaper to nominate a local citizen for a citizenship award. (WP) 5.1.3.2 DOK 3 ❑ Create a Balance of Powers Mobile. 5.1.2.2 DOK 1 ❑ Review Levels and Branches of Government by working with Bulletin Board Daily. 5.1.2.2 DOK 1

Grade 5	Unit 4: A New Nation and Beyond!!		Suggested Length: 6 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>engagement is necessary to preserve a democratic society. DOK 3</p> <ul style="list-style-type: none"> ❑ SS-05-5.1.1 Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, maps, timelines) to describe significant events in the history of the U.S. and interpret different perspectives. DOK 3 ❑ SS-05-5.2.1 Students will identify historical documents, selected readings and speeches (e.g., Mayflower Compact, Emancipation Proclamation, Dr. Martin Luther King’s speech: <i>I Have a Dream</i>) and explain their significance. DOK 3 		<ul style="list-style-type: none"> ❑ Create a picture book, poster or PowerPoint to show understanding of unit. Rubric will assess work. 5.1.2.2 DOK 1 ❑ <u>Complete Test on Government which will include multiple choice and an open response.</u> 5.1.1.1 DOK 3 ❑ Create a chart that shows the system of checks and balances in a home or school. 5.5.1.1 DOK 2 ❑ List the rights and responsibilities a person should have in a school setting and compare these to citizens’ rights and responsibilities. 5.1.3.2 DOK 2 ❑ <u>Open-response – Preamble.</u> 5.1.1.1 DOK 3

Grade 5	Unit 5: Moving On Out to the West Side! (Expansion/Industrialism)		Suggested Length: 6 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<ol style="list-style-type: none"> 1. Why did people move west? 2. How did the Industrial Revolution change the nation? 3. What problems arose in this era? 4. How did inventions change the 	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ <i>E-1 Students will recognize the impact of economic factors (e.g., security, growth, desire for profits) on decisions made by individuals, businesses, and governments in the United States.</i> ❑ <i>E-3 Students will trace changes over time in the economic system of the United States, including changes in the goods and services produced by United States workers and the impact of specialization.</i> ❑ <i>G-4 Examine how the history of the United States was influenced by its physical environment.</i> ❑ <i>G-5 Understand human settlement patterns in the United States and how they were related to the physical environment.</i> 	<ul style="list-style-type: none"> ❑ Louisiana Purchase ❑ Trails ❑ Pioneers ❑ People (Daniel Boone, Lewis and Clark, Eli Whitney, Robert Fulton, Francis Scott Key, Lowell, Cyrus McCormick) ❑ Railroads ❑ Canals ❑ Factories ❑ Immigration ❑ Gold Rush ❑ Technology ❑ Immigrant 	<ul style="list-style-type: none"> ❑ Complete various web activities to learn about Pioneer Times. 5.4.4.1 DOK 2 ❑ Role-Play the Expansion of the Wes. 5.2.3.1 DOK 2 ❑ Discuss the War of 1812 by creating a mural showing their impression of the battle scene during which “The Star Spangled Banner” was written using the actual words of the song. 5.2.3.1 DOK 2 ❑ Complete the WigIt Simulation to show the effects of the Industrial Revolution. 5.3.1.1 DOK 2 ❑ Read the Diary of a Pioneer girl and using a chart list the problems and reasons why her family moved west. 5.3.1.1 DOK 2 ❑ Read a Day in the Life of a girl in Lowell mill factory and write a journal entry about how life was in a factory. 5.3.1.1 DOK 2 ❑ Discuss the changes that the Industrial Revolution had

Grade 5	Unit 5: Moving On Out to the West Side! (Expansion/Industrialism)		Suggested Length: 6 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
United States?	<ul style="list-style-type: none"> <input type="checkbox"/> <i>G-6 Understand how the people of the United States have used technology to modify the environment to meet their needs.</i> <input type="checkbox"/> <i>H-1 Explore the interpretive nature (how perceptions of people and passing of time influence accounts of historical events) of the history of the United States using a variety of tools (e.g., primary and secondary sources, data, artifacts).</i> <input type="checkbox"/> <i>H-2 Develop a chronological understanding of the history of the United States and recognize cause-and-effect relationships and multiple causation</i> <input type="checkbox"/> <i>H-3 Recognize broad historical periods and eras of the history of the United States (i.e., Land and People before Columbus, Age of Exploration, Colonization, War for Independence, Young Republic, Westward Expansion, Industrialism, Twentieth Century).</i> <input type="checkbox"/> <i>H-4 Trace change over time in the history of the United States and identify reasons for change.</i> <input type="checkbox"/> <i>H-5 Examine the historical contributions of individuals and groups.</i> <p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> SS-05-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict) that occurred between diverse groups (e.g., Native Americans, European Explorers, English colonists, British Parliament) in the history of the United States. DOK 2 <input type="checkbox"/> SS-05-2.3.2 Students will give examples of conflicts between individuals or groups and describe appropriate conflict resolution strategies (e.g., compromise, cooperation, 	<ul style="list-style-type: none"> <input type="checkbox"/> Specialization <input type="checkbox"/> Production <input type="checkbox"/> Distribution 	<ul style="list-style-type: none"> on urban and rural areas by analyzing pictures and answering an open response called The changing days of the Industrial Revolution. 5.3.1.1 DOK 2, 5.5.2.5 DOK 2 <input type="checkbox"/> Choose an Invention and discuss how it change lives by completing web activities. 5.3.1.1 DOK 2 <input type="checkbox"/> Trace routes on a map western route. 5.4.3.2 DOK 2 <input type="checkbox"/> Use web pages to discuss life in California Gold Rush. 5.3.1.1 DOK 2 <input type="checkbox"/> Analyze contributions mad by learning about Daniel Boone in an internet project. 5.5.2.4 DOK 3 <input type="checkbox"/> <u>On-Demand – letter written to discuss importance of pioneers to Kentucky.</u> 5.5.2.5 DOK 3

Grade 5	Unit 5: Moving On Out to the West Side! (Expansion/Industrialism)		Suggested Length: 6 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>communication). DOK 2</p> <ul style="list-style-type: none"> ❑ SS-05-3.1.1 Students will describe scarcity and explain how scarcity required people in different periods in the U. S. (Colonization, Expansion, Twentieth Century to Present) to make economic choices (e. g., use of productive resources- natural, human, capital) and incur opportunity costs. DOK 2 ❑ SS-05-4.3.2 Students will describe how advances in technology (e.g., dams, reservoirs, roads, irrigation) allow people to settle in places previously inaccessible in the United States. DOK 2 ❑ SS-05-4.4.1 Students will explain and give examples of how people adapted to/modified the physical environment (e.g., natural resources, physical geography, natural disasters) to meet their needs during the history of the U. S. (Colonization, Expansion) and analyze the impact on their environment. DOK 3 ❑ SS-05-4.4.2 Students will describe how the physical environment (e.g., mountains as barriers for protection, rivers as barriers of transportation) both promoted and restricted human activities during the early settlement of the U. S. (Colonization, Expansion). DOK 2 ❑ SS-05-5.1.1 Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, maps, timelines) to describe significant events in the history of the U. S. and interpret different perspectives. DOK 3 ❑ SS-05-5.2.3 Students will compare change over time (Colonization, Industrialization, Twentieth Century to Present) in 		

Grade 5	Unit 5: Moving On Out to the West Side! (Expansion/Industrialism)		Suggested Length: 6 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>communication, technology, transportation and education. DOK 3</p> <p>❑ SS-05-5.2.4 Students will describe significant historical events in each of the broad historical periods and eras in U.S. history (Colonization and Settlement, Revolution and a New Nation, Expansion and Conflict, Industrialization and Immigration, Twentieth Century to Present) and explain cause and effect relationships. DOK 3</p>		

Grade 5	Unit 6: Civil War		Suggested Length: 6 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. What were the causes and effects of the war?</p> <p>2. How did the differences of culture and geography impact the war?</p> <p>3. What are the lasting effects of the war?</p> <p>4. What effects did the Civil War have on the West?</p>	<p><u>Program of Studies</u></p> <p>❑ <i>G-1 Use a variety of tools to obtain and present geographic information (e.g., landforms, natural resources, natural disasters) about the United States and its close neighbors (i.e., Canada, Mexico).</i></p> <p>❑ <i>G-4 Understand how humans have interacted with the physical environment to meet their needs in Kentucky and regions in the United States.</i></p> <p>❑ <i>G-6 Use a variety of tools to obtain and present geographic information about the United States and its close neighbors (e.g., Canada, Mexico)</i></p> <p>❑ <i>CS-2 Recognize social institutions and their impact in the history of the United States.</i></p> <p>❑ <i>CS-3 Examine social interactions among diverse groups in the history of the United States.</i></p> <p>❑ <i>H-2 Develop a chronological understanding of the history of the United States and</i></p>	<p>❑ Differences in between the North and the South (geography, economic, cultural)</p> <p>❑ Abolitionist</p> <p>❑ Underground Railroad</p> <p>❑ Reconstruction</p> <p>❑ Segregation</p> <p>❑ Thirteenth, Fourteenth, Fifteenth Amendment</p> <p>❑ Transcontinental Railroad</p> <p>❑ Cattle Drive</p> <p>❑ Causes and Effects of the War (Missouri Compromise, Fugitive Slave Law of 1850, Kansas- Nebraska Act)</p> <p>❑ Secede</p> <p>❑ States' rights</p>	<p>❑ Class will be divided into the South and the North and will complete activities to gain points for team. 5.2.3.2 DOK 2</p> <p>❑ Write Journal Entry by taking a role in the Underground Railroad either an abolitionist helping in the Underground Railroad or either a slave trying to escape. 5.5.2.5 DOK 2</p> <p>❑ <u>On-Demand - Write a letter to a person either in the South or North describing how geography and culture is different for you in the opposite region.</u> 5.5.2.5 DOK 2</p> <p>❑ Take part in a Transcontinental Railroad simulation in order to learn about how the Civil War made it important for the West to be connected to the East. Students will complete various activities such as project cards, which will allow the students to answer various questions about the different modes of transportation in the 1800's. 5.5.2.5 DOK 2</p> <p>❑ Complete In the 1800's Open Response in which the students must identify and explain three items that should be in a time capsule during this time period.</p>

Grade 5	Unit 6: Civil War		Suggested Length: 6 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u>
	<p><i>recognize cause-and-effect relationships and multiple causation</i></p> <ul style="list-style-type: none"> ❑ H-5 Examine the historical contributions of individuals and groups. ❑ H-6 Recognize the significance of important symbols, monuments, patriotic songs, poems, and written passages in the history of the United States. ❑ GC-4 Explore the rights and responsibilities of citizens in real-life situations. <p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ SS-05-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict) that occurred between diverse groups (e.g., Native Americans, European Explorers, English colonists, British Parliament) in the history of the United States. DOK 2 ❑ SS-05-2.3.2 Students will give examples of conflicts between individuals or groups and describe appropriate conflict resolution strategies (e.g., compromise, cooperation, communication). DOK 2 ❑ SS-05-5.1.1 Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, maps, timelines) to describe significant events in the history of the U. S. and interpret different perspectives. DOK 3 ❑ SS-05-5.2.4 Students will describe significant historical events in each of the broad historical periods and eras in U.S. history (Colonization and Settlement, Revolution and a New Nation, Expansion and Conflict, Industrialization and Immigration, Twentieth Century to 	<ul style="list-style-type: none"> ❑ Homestead Act 	<p>Student will:</p> <p>5.5.2.5 DOK 2</p> <ul style="list-style-type: none"> ❑ Create a timeline, which shows major events, which led to cause the war. 5.5.2.5 DOK 2 ❑ Role-plays major events in the war and list reasons why the victor’s side won such as geography, more weapons, and troops. 5.5.2.5 DOK 2 ❑ Analyze Civil War music to determine what side would the song fit with, the North, South, both, or different cultural groups. 5.5.2.5 DOK 2 ❑ Complete a map to show the states in the North and Border States, and states in the South. 5.5.1.1 DOK 2 ❑ Complete bar graph to show differences in the North and South. 5.5.1.1 DOK 2 ❑ Discuss differences in opinions about slavery in the North and South by having a mock debate. 5.5.1.1 DOK 2 ❑ Extend knowledge of civil war (historical contributions, important people, differences in time period) by completing various projects selected by interest such as flip book of Who’s Who in the Civil War, display of important generals in the war, presentation about the important achievement of African Americans in the Civil War, poster about weapons used etc. 5.5.2.5 DOK 2 ❑ Analyze important primary sources in the war like the Emancipation Proclamation or the Gettysburg address by creating a mural around the document, which shows how the document affected the people in the time period. 5.5.2.5 DOK 2 ❑ Explain the important events in the Reconstruction era by writing newspaper articles to describe the important events. 5.5.2.5 DOK 2 ❑ Complete test over the Civil War by completing multiple-choice questions and an open response. 5.2.3.1 DOK 2

Grade 5	Unit 6: Civil War		Suggested Length: 6 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	Present) and explain cause and effect relationships. DOK 3		

Grade 5	Unit 7: 20 th Century		Suggested Length: 3 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. What role does economics play in the actions we take toward other nations?</p> <p>2. How has our relationships changed with other countries and how did past events affect these decisions?</p> <p>3. How has the attitude toward other cultures changed because of continued immigration?</p> <p>4. How did the way people worked change in the late 1800's and early 1900's?</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ <i>H-1 Explore the interpretive nature (how perceptions of people and passing of time influence accounts of historical events) of the history of the United States using a variety of tools (e.g., primary and secondary sources, data, artifacts).</i> ❑ <i>H-2 Develop a chronological understanding of the history of the United States and recognize cause-and-effect relationships and multiple causation</i> ❑ <i>H-3 Recognize broad historical periods and eras of the history of the United States (i.e., Land and People before Columbus, Age of Exploration, Colonization, War for Independence, Young Republic, Westward Expansion, Industrialism, Twentieth Century).</i> ❑ <i>E-1 Students will recognize the impact of economic factors (e.g., security, growth, desire for profits) on decisions made by individuals, businesses, and governments in the United States.</i> ❑ <i>CS-1 Understand how culture in the United States has been influenced by languages, literature, arts, beliefs, and behaviors of diverse groups.</i> ❑ <i>CS-3 Examine social interactions among diverse groups in the history of the United States.</i> 	<ul style="list-style-type: none"> ❑ Monopoly ❑ Corporation ❑ Shareholder ❑ Sweat shop ❑ Labor union ❑ Strike ❑ People (Thomas Edison, Alexander Graham Bell, John D. Rockefeller, Wright Brothers, Henry Ford ❑ Slum ❑ Settlement house ❑ Great Depression ❑ Immigration 	<ul style="list-style-type: none"> ❑ Develop Commercial to describe various topics in late 19th and early 20th century such as inventions, immigrations, and social institutions. 5.3.1.1 DOK 2 ❑ Will become Immigrants in an Immigration Simulation to understand how life was for an Immigrant. 5.3.1.1 DOK 2 ❑ Complete group projects on the Wars and present causes and effects of the wars by PowerPoint, article, or poster. 5.5.1.2 DOK 3 ❑ Will research movements such as the Civil Rights Movement and Women's Rights movement and present findings to complete timeline. 5.1.3.2 DOK 3

Grade 5	Unit 7: 20 th Century		Suggested Length: 3 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ SS-05-1.3.2 Students will describe specific rights and responsibilities individuals have as citizens of the United States (e.g., voting in national elections) and explain why civic engagement is necessary to preserve a democratic society. DOK 3 ❑ SS-05-3.1.1 Students will describe scarcity and explain how scarcity required people in different periods in the U. S. (Colonization, Expansion, Twentieth Century to Present) to make economic choices (e. g., use of productive resources- natural, human, capital) and incur opportunity costs. DOK 2 ❑ SS-05-5.1.1 Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, maps, timelines) to describe significant events in the history of the U. S. and interpret different perspectives. DOK 3 ❑ SS-05-5.2.4 Students will describe significant historical events in each of the broad historical periods and eras in U.S. history (Colonization and Settlement, Revolution and a New Nation, Expansion and Conflict, Industrialization and Immigration, Twentieth Century to Present) and explain cause and effect relationships. DOK 3 		