

Unit of Study 1	Fifth Grade	Approximate Time Frame: 1 <sup>st</sup> Quarter (55 days)	Social Studies 6/11/12
<b>Concepts:</b>		<b>Skills:</b>	
<b>Change; Cause &amp; Effect</b>		<b>Geography skills; historical analysis &amp; evaluation</b>	
<b>Standards:</b>			
Standard I: Students will understand how the exploration and colonization of North America transformed human history.			
Standard II: Students will understand the chronology and significance of key events leading to self-government.			
<b>Utah Core Social Studies Literacy Standards</b>			
<b>Social Studies Content Objectives</b>	<b>Vocabulary Students Should Use</b>	<b>Lessons</b>	
<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>describe &amp; explain the growth and development of the early American colonies.</li> <li>assess the global impact of cultural and economic diffusion as a result of colonization.</li> <li>distinguish between the rights and responsibilities held by different groups of people during the Colonial Period.</li> <li>describe how the movement toward revolution culminated in a Declaration of Independence.</li> <li>evaluation the Revolutionary War's impact on self-rule.</li> </ul>	<ul style="list-style-type: none"> <li>colony</li> <li>exploration</li> <li>Europe</li> <li>North America</li> <li>South America</li> <li>cultural diffusion</li> <li>indentured servant</li> <li>slavery</li> <li>displacement</li> <li>charter</li> <li>compact</li> <li>revolution</li> <li>independence</li> <li>declaration</li> <li>self-rule</li> </ul>	<ul style="list-style-type: none"> <li><i>*North American Exploration</i></li> <li><i>*Challenges of Colonization</i></li> <li><i>*Plymouth Colony</i></li> <li><i>*The Thirteen Colonies</i></li> <li><i>*The Encounter</i></li> <li><i>*Triangles of Trade</i></li> <li><i>*Freedom in the Colonial Period</i></li> <li><i>*The Road to Revolution</i></li> <li><i>*Loyalist vs. Patriot</i></li> <li><i>*The Declaration of Independence</i></li> <li><i>*The Revolutionary War</i></li> <li><i>*Leaders of the American Revolution</i></li> <li><i>*Independence at Last! Now What do we Do?</i></li> </ul> <p>*Essential Lessons</p>	
<b>Social Studies Language Objectives</b>			
<ul style="list-style-type: none"> <li>Explain the relationships or interactions between two or more individual, events, ideas or concepts in history.</li> <li>Use words and phrases specific to social studies.</li> <li>Analyze multiple accounts and points of view of the same event or topic.</li> <li>Read and comprehend historical text.</li> <li>Speak about a historical subject, integrating information from several sources.</li> <li>Write informative/explanatory texts to examine historical topics.</li> <li>Write texts that draw evidence from historical text.</li> </ul>			
		<p><b>Assessment Options:</b></p> <p><b>Interconnection Lessons</b>-each lesson has a specific assessment.</p> <p><b>General</b>- exit slips, group work, class/group discussions, teacher observations, performance tasks.</p>	

Unit of Study 2	Fifth Grade	Approximate Time Frame: 2 <sup>nd</sup> Quarter (55 days)	Social Studies 6/11/12
<b>Concepts:</b>		<b>Skills:</b>	
Change; Cause & Effect ; Checks & Balances		Historical analysis	
<b>Standards:</b>			
Standard III: Students will understand the rights and responsibilities guaranteed in the United States Constitution and Bill of Rights.			
<b>Utah Core Social Studies Literacy Standards</b>			
<b>Social Studies Content Objectives</b>	<b>Vocabulary Students Should Use</b>	<b>Lessons</b>	
<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>• assess the underlying principles of the U.S. Constitution.</li> <li>• assess how the U.S. Constitution has been amended and interpreted over time, and the impact these amendments have had on the rights and responsibilities of the United States.</li> </ul>	<ul style="list-style-type: none"> <li>• constitution</li> <li>• confederation</li> <li>• preamble</li> <li>• legislative</li> <li>• executive</li> <li>• judicial</li> <li>• amendment</li> <li>• petition</li> <li>• assembly</li> <li>• checks &amp; balances</li> <li>• colony</li> <li>• exploration</li> <li>• Europe</li> <li>• North America</li> <li>• South America</li> <li>• cultural diffusion</li> <li>• indentured servant</li> <li>• slavery</li> <li>• displacement</li> <li>• charter</li> <li>• compact</li> <li>• revolution</li> <li>• independence</li> <li>• declaration</li> <li>• self-rule</li> </ul>	<ul style="list-style-type: none"> <li>*Preamble to the U.S. Constitution</li> <li>*Documents Used to Develop the U.S. Constitution</li> <li>*Three Branches of the U.S. Government</li> <li>*How Laws are Made</li> <li>*Responsibilities of Good Citizenship</li> <li>*And Justice for All</li> </ul>	
<p><b>Social Studies Language Objectives</b></p> <ul style="list-style-type: none"> <li>• Explain the relationships or interactions between two or more individual, events, ideas or concepts in history.</li> <li>• Use words and phrases specific to social studies.</li> <li>• Analyze multiple accounts and points of view of the same event or topic.</li> <li>• Read and comprehend historical text.</li> <li>• Speak about a historical subject, integrating information from several sources.</li> <li>• Write informative/explanatory texts to examine historical topics.</li> <li>• Write texts that draw evidence from historical text.</li> </ul>		<p>*Essential Lessons</p>	
		<p><b>Assessment Options:</b></p> <p><b>Interconnection Lessons</b>-each lesson has a specific assessment.</p> <p><b>General</b>- exit slips, group work, class/group discussions, teacher observations, and performance tasks.</p>	

Unit of Study 3	Fifth Grade	Approximate Time Frame: 3 <sup>rd</sup> Quarter (55 days)	Social Studies 6/11/12
<b>Concepts:</b>		<b>Skills:</b>	
Change; Cause & Effect; Expansion; Division; Conflict; Compromise		Geography skills; compare/contrast skills; historical inquiry & analysis	
<b>Standards:</b>			
Standard IV: Students will understand that the 19 <sup>th</sup> century was a time of incredible change for the United States, including geographic expansion, constitutional crisis, and economic growth.			
<b>Utah Core Social Studies Literacy Standards</b>			
<b>Social Studies Content Objectives</b>	<b>Vocabulary Students Should Use</b>	<b>Lessons</b>	
<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>investigate significant events during America's expansion and the roles people played.</li> <li>assess the geographic, cultural, political, and economic divisions between regions that contributed to the Civil War.</li> <li>evaluate the course of events of the Civil War and its impact both immediate and long-term.</li> <li>understand the impact of major economic forces at work in the post-Civil War.</li> </ul>	<ul style="list-style-type: none"> <li>expansion</li> <li>Civil War</li> <li>abolition</li> <li>Underground Railroad</li> <li>compromise</li> <li>emancipation</li> <li>reconciliation</li> <li>free-market system</li> <li>industrial revolution</li> <li>constitution</li> <li>confederation</li> <li>preamble</li> <li>legislative</li> <li>executive</li> <li>judicial</li> <li>amendment</li> <li>petition</li> <li>assembly</li> <li>checks &amp; balances</li> <li>colony</li> <li>exploration</li> <li>Europe</li> <li>North America</li> <li>South America</li> <li>cultural diffusion</li> <li>indentured servant</li> </ul>	<ul style="list-style-type: none"> <li><i>*The United States Expands</i></li> <li><i>*Causes of the Civil War</i></li> <li><i>*Perspectives on a Growing Conflict</i></li> <li><i>*Impact of the Civil War</i></li> <li><i>*Reconstruction</i></li> <li><i>*Immigration</i></li> <li><i>*19<sup>th</sup> Century Immigration</i></li> </ul> <p>*Essential Lessons</p>	
<b>Social Studies Language Objectives</b>			
<ul style="list-style-type: none"> <li>Explain the relationships or interactions between two or more individual, events, ideas or concepts in history.</li> <li>Use words and phrases specific to social studies.</li> <li>Analyze multiple accounts and points of view of the same event or topic.</li> <li>Read and comprehend historical text.</li> <li>Speak about a historical subject, integrating information from several sources.</li> <li>Write informative/explanatory texts to examine historical topics.</li> <li>Write texts that draw evidence from historical text.</li> </ul>			
		<p><b>Assessment Options:</b></p> <p><b>Interconnection Lessons</b>-each lesson has a specific assessment.</p> <p><b>General</b>- exit slips, group work, class/group discussions, teacher observations, and performance tasks.</p>	

Unit of Study 4	Fifth Grade	Approximate Time Frame: 4 <sup>th</sup> Quarter (55 days)	Social Studies 6/11/12
<b>Concepts:</b>		<b>Skills:</b>	
Change; Cause & Effect; Division; Conflict; Compromise		Geography skills; compare/contrast skills; historical inquiry & analysis	
<b>Standards:</b>			
Standard V: Students will assess the causes, consequences and implications of the emergency of the United States as a world power.			
<b>Utah Core Social Studies Literacy Standards</b>			
<b>Social Studies Content Objectives</b>	<b>Vocabulary Students Should Use</b>	<b>Lessons</b>	
<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>describe the role of the United States during World War I, the Great Depression, and World War II.</li> <li>assess the impact of social and political movements in recent United States history.</li> <li>evaluate the role of the United States as a world power.</li> </ul>	<ul style="list-style-type: none"> <li>depression</li> <li>migration</li> <li>super power</li> <li>democracy</li> <li>rule of law</li> <li>human rights</li> <li>suffrage</li> <li>genocide</li> <li>expansion</li> <li>compromise</li> <li>preamble</li> <li>constitution</li> <li>legislative</li> <li>executive</li> <li>judicial</li> <li>petition</li> <li>assembly</li> <li>amendment</li> <li>declaration revolution</li> </ul>	<p><i>*Social &amp; Political Movements of the Early 20<sup>th</sup> Century</i></p> <p><i>*The Great Depression</i></p> <p><i>*World War II</i></p> <p><i>*Civil Rights Movement</i></p> <p><i>*Civil Rights Movement</i></p> <p><i>*On the World Stage – the Power &amp; Influence of the U.S.</i></p> <p> </p> <p>*Essential Lessons</p>	
<b>Social Studies Language Objectives</b>			
<ul style="list-style-type: none"> <li>Explain the relationships or interactions between two or more individual, events, ideas or concepts in history.</li> <li>Use words and phrases specific to social studies.</li> <li>Analyze multiple accounts and points of view of the same event or topic.</li> <li>Read and comprehend historical text.</li> <li>Speak about a historical subject, integrating information from several sources.</li> <li>Write informative/explanatory texts to examine historical topics.</li> <li>Write texts that draw evidence from historical text.</li> </ul>			
		<p><b>Assessment Options:</b></p> <p><b>Interconnection Lessons</b>-each lesson has a specific assessment.</p> <p><b>General</b>- exit slips, group work, class/group discussions, teacher observations, performance tasks.</p>	