**5th Grade Social Studies**

| **Subject and Quarter:** Social Studies, Quarter 1 | | **Grade: 5th** |
| --- | --- | --- |
| **Standard** **5.1.1**- Summarize reasons for European colonization of North America and the impact on the development of the American Colonies. | | **Supporting Standards**  **5.1.2**- Examine the **economic** and **political** motivations for English settlements at Roanoke and Jamestown . |
| **Learning Goal/I Can Statement**  I can summarize and explain reasons for European colonization of North America. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | Explain how modern-day North America might be different had European countries not colonized the continent. | **Essential Question**  Why did European powers want to colonize North America? |
| **Score**  **3.0** | Summarize and explain reasons for European colonization of North America and the impact on the development of the American Colonies. | **Assessments (Mid, Post)**   1. Mid- Political and Economic Reasons Written Response- (Canvas) 2. Mid- Religious and Social Reasons Written Response- (Canvas) 3. Post-[Reasons for Colonizing Assessment](https://docs.google.com/presentation/u/0/d/1teq3Z5LPJlIR9l5vp6k4fktozE3JGg04j4w1scrR8BI/edit) |
| **Score**  **2.0** | Define and Recognize:  Columbian Exchange, European Powers:France, Spain, England  Geographic relevance, Indegenous Peoples, Colony, Economic,  Political, Religious, Social, Indentured Servants, Roanoke, Jamestown, Virginia | **Lesson Resources**  [Reasons Card Sort](https://docs.google.com/presentation/d/1cLrWPfJ2Zkg-WMY7Bv8AE9mAK2aRxJPkY6aAgLk14wM/edit?usp=sharing)  [Lost Colony Investigation](https://drive.google.com/file/d/1zYHBcohoLJd8bNZHG5vSnHCFspa3CQ-4/view?usp=sharing)  [Mini Scroll Book](https://drive.google.com/file/d/1p_b-HPYA-KxwoRJ6wtD6SI-MP6zUiA0Y/view?usp=sharing)  [Motivations Scavenger Hunt](https://drive.google.com/file/d/1OAx2qU5M4Woq91aYY0RjVQ3Xxj4gFDF0/view?usp=sharing) |
| **Score 1.0** | With help, the student has partial success defining vocabulary and listing reasons for European colonization of North America. | **Academic Vocabulary**  Indigenous, Colony, Indentured, Economic, Political, Religious, Social |
| **RtI Support** | **Interventions** | **Enrichment**  [Lost Colony-Create a Story!](https://docs.google.com/presentation/u/0/d/1boaPx9azIYoo8Kra39h2LsJviWD93kpC72oL6hyArzc/edit) |

| **Subject and Quarter:** Social Studies, Quarter 1 | | **Grade: 5th** |
| --- | --- | --- |
| **Standard** **5.1.4**- Explain the early successes and challenges of the Jamestown settlement including the leadership of John Smith, interrelationships with American Indians, challenges of the Starving Times, and the export of natural resources for profit. | | **Supporting Standards**  **5.1.3**-Examine the **economic** and **political** motivations of immigrants and **indentured servants** who came to Virginia.  **5.1.5-**Explain the English commitment to the permanent settlement at Jamestown as evidenced through the events of 1619 including:  A. representative government established through the House of Burgesses  B. private ownership of land  C. introduction of Africans as slave labor  D. arrival of women and families  **5.2.5**- Explain the evolving relationships between American Indians and the British colonists involving territorial claims. |
| **Learning Goal/I Can Statement**  I can explain the early successes and challenges of the Jamestown Settlement. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | Apply: Explain multiple causes and effectsof events that contributed to the successes of the Jamestown settlement, and the impact those successes had on America’s future. | **Essential Question**  What were some successes and challenges of the Jamestown Settlement? |
| **Score**  **3.0** | Explain the early successes and challenges of the Jamestown Settlement.   * Leadership of John Smith * Interrelationships with American Indians * Challenges of the Starving Time * Export of natural resources for profit | **Assessments (Mid, Post)**   1. [Jamestown Brochure](https://drive.google.com/open?id=1FIGBySZDEJyrocjgJj7RfvKH5OXglAPl) 2. [A Blend of 3 Cultures As](https://docs.google.com/presentation/u/0/d/109cYWoW-drdvwj2CV7_OE9snwYIe0s1Nr9gaV-9P4Ek/edit)signment 3. [Jamestown Assessment](https://docs.google.com/presentation/u/0/d/1JoZZSBqxu7msseWbkqg_R0JK3B5bPKK1rgVA37D9-3M/edit) |
| **Score**  **2.0** | Define and Recognize:  Indentured Servants, Enslaved Workers, House of Burgesses  Powhatan, John Rolfe, Pocahontas, Captain John Smith  Chesapeake Bay, James River, famine, disease, armed conflict, "Starving Time,” tobacco, export,trade with indigenous peoples | **Lesson Resources**  [Jamestown Slides](https://docs.google.com/presentation/d/1ZSLGU4R4iy7T0LsNWnK3ZKUMlqebLIgKjMUCXkDmfKk/edit?usp=sharing)  [Jamestown Reader’s Theater](https://drive.google.com/file/d/1aRm1aoTMegWMMEyaCvOnHA3D2Pm2kiGK/view?usp=sharing)  [Escape Room](https://drive.google.com/file/d/1PJwwPb55Tz2E6fKKr8dUe135j9w65Aqk/view?usp=sharing)  [Indentured Servitude Activity](https://www.nps.gov/jame/learn/education/classrooms/indentured_servitude_activity.htm)  Starving Time Simulation-in [Unit](https://drive.google.com/file/d/1oVU09_AW58WcVtdNOubfbXe9M9taZABl/view?usp=sharing)  Jamestown Archaeology “Dig”- (With Trunk from History Center) |
| **Score 1.0** | With help, the student has partial success explaining the early successes and challenges of the Jamestown Settlement. | **Academic Vocabulary**  Indentured, Enslaved, Famine, Exports, Trade |
| **RtI Support** | **Interventions** | **Enrichment**  Reasons Slides, or Virginia Co. Investor Essay |

| **Subject and Quarter:** Social Studies, Quarter 1 | | **Grade: 5th** |
| --- | --- | --- |
| **Standard** **5.1.7**- Explain the early successes and challenges of the Plymouth settlement including:  A. practice of self-government established by the Mayflower Compact  B. contributions of American Indians including Chief Massasoit and Squanto  C. leadership of William Bradford | | **Supporting Standards**  **5.1.6** Analyze the religious, economic, and political motivations of immigrants and indentured servants who migrated to Plymouth.  **5.1.8** Explain how American Indian agricultural practices, such as the Three Sisters, contributed to the early survival of the colonists  **5.2.5**- Explain the evolving relationships between American Indians and the British colonists involving territorial claims. |
| **Learning Goal/I Can Statement**  I can explain the early successes and challenges of the Plymouth Settlement. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | Apply and justify the reasons for the pilgrim’s settlement at Plymouth and the impact it had on today’s American culture. | **Essential Question**  What were some successes and challenges of the Plymouth Settlement? |
| **Score**  **3.0** | Explain the early successes and challenges of the Plymouth Settlement.   * Practice of self-government established by the Mayflower Compact * Contributions of American Indians including Chief Massasoit and Squanto * Leadership of William Bradford | **Assessments (Mid, Post)**   1. [Mayflower Compact Analysis](https://drive.google.com/open?id=1lwoAQC-1iBcQkCzfDxKBMiuhR38CGpIb) 2. Contributions of Native Americans Written Response- (Canvas) 3. [Plymouth Assessment](https://docs.google.com/presentation/u/0/d/1jwuivE16w0dDHv93XOjHUI1oaRvFtyky5wb33ToR-Fk/edit) |
| **Score**  **2.0** | Define and Recognize:  American Indian Agricultural Practices,The Three Sisters,  Immigrants, Indentured Servants, Mayflower Compact,  Self-government, Separatists, Religious Freedom, Wampanoag Indians | **Lesson Resources**  [Plymouth Unit](https://drive.google.com/file/d/1AJQIV3r6Gyfe5pXrONhfqYbV4AxYIKsk/view?usp=sharing)  Pilgrim Simulation  [Whodunnit- Pilgrims and Early Settlements](https://drive.google.com/file/d/1EOFq367lgGQdWb-XNl4b5n5QKlgqyTAD/view?usp=sharing)  [Plymouth Reader’s Theater](https://drive.google.com/file/d/1BU5kD9esf3RhO-CE0LopzNESsNEfPxJR/view?usp=sharing) |
| **Score 1.0** | With help, the student has partial success explaining the early successes and challenges of the Plymouth Settlement. | **Academic Vocabulary**  Agriculture, Immigrants, Indentured, Separatists, Compact |
| **RtI Support** | **Interventions** | **Enrichment**  William Bradford Quote Analysis/Squanto Thank you note |

| **Subject and Quarter:** Social Studies, Quarter 2 | | **Grade: 5th** |
| --- | --- | --- |
| **Standard** **5.2.2**- Compare the economic development of the three colonial regions (New England, Middle, Southern) including:  A. agriculture and exports as affected by climate and natural resources  B. a labor system utilizing indentured servants  C. slave labor central to the growth of the economy | | **Supporting Standards**  **5.2.1**-Explain the contributions of important citizens and groups to the foundation of the colonies including the Puritans and Quakers, Roger Williams, Anne Hutchinson, William Penn, Lord Baltimore, and James Oglethorpe.  **5.2.7**- Compare daily life in the colonies as experienced by different social classes, plantation owners, farmers, merchants, craftsmen, artisans, and women and children. |
| **Learning Goal/I Can Statement**  I can compare the economic development of the three colonial regions. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | Analyze and explain the economic successes and failures of the 13 English Colonies and the impact it has on today’s American economy. | **Essential Question**  What are some economic similarities and differences of the three colonial regions? |
| **Score**  **3.0** | Compare the economic development of the three colonial regions   * Agriculture and exports as affected by climate and natural resources * A labor system utilizing indentured servants * Slave labor central to the growth of the economy | **Assessments (Mid, Post)**   1. Economic Factors of the 3 Regions (Canvas)    1. New England, Middle, and Southern (Separate) 2. [Comparing Colonies Interactive Assessment](https://docs.google.com/presentation/u/0/d/1pE8gUc76Xl0ZLnCEQZx5pibga9Y037U68l2iBbCrr_M/edit) 3. [13 Colonies Test](https://docs.google.com/presentation/u/0/d/1DlYb_2Igvm4QPrOhzsHJwPLy58bUkfdtCGITax_fnAk/edit) |
| **Score**  **2.0** | Define and Recognize:  Export, Import, Raw materials, Labor systems, agriculture,  Triangular Trade Route, Middle Passage, Slavery, Indentured Servants | **Lesson Resources**  [Colonial Regions Layer Books](https://drive.google.com/file/d/18eonVrtrhc4hjENq1rFBzp6U41-jMowS/view?usp=sharing)  [Anne Hutchinson Reader’s Theater](https://drive.google.com/file/d/1Ro6tKj71idrjkz9BPFepFzx0jVtre-_w/view?usp=sharing)  [13 Colonies Escape Room](https://drive.google.com/file/d/1lWlLiILy2pRJKhFX9qt3nt84fzU7AO9J/view?usp=sharing)  [Build a Colony Project](https://drive.google.com/file/d/1vOyEMYtEGR0dbB7-VAghgndUqMjRNS20/view?usp=sharing)  [Differences in Regions Task](https://chnm.gmu.edu/tah-loudoun/blog/lessons/differences-among-colonial-regions/) |
| **Score 1.0** | With help, the student has partial success comparing the economic development of the three colonial regions. | **Academic Vocabulary**  Export, Import, Labor, Trade, Slavery, Resources. Raw |
| **RtI Support** | **Interventions** | **Enrichment**  [13 Colonies Choice Board](https://drive.google.com/open?id=1E14N_aeJYyGcYEhl5B7He2Q4Hc_pEptZ)  [Colony Advertising Project](https://docs.google.com/document/u/0/d/1vPZ-hm9jMyd__mAymJIl7r0cGllVm0jz-acmHGy7_Lk/edit) |

| **Subject and Quarter:** Social Studies, Quarter 2 | | **Grade: 5th** |
| --- | --- | --- |
| **Standard** **5.2.3**- Explain the international economic and cultural interactions resulting from the triangular trade routes, including the forced migration of Africans through the Transatlantic slave trade and experiences of the Middle Passage. | | **Supporting Standards**  **5.2.8**- Compare experiences of both free and enslaved Africans in the British colonies, including resistance efforts by enslaved peoples and attempts to maintain aspects of African culture. |
| **Learning Goal/I Can Statement**  I can explain the international economic and cultural interactions resulting from the triangular trade routes. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | Analyze and explain how Europeans benefited greatly from the slave trade and the export of raw materials along the "triangular trade" route, while showing an understanding of the dehuminizing experiences of enslaved persons. | **Essential Question**  What effects did the triangular trade have on international economic and cultural interactions? |
| **Score**  **3.0** | Explain the international economic and cultural interactions resulting from the triangular trade routes, including the forced migration of Africans through the Transatlantic slave trade and experiences of the Middle Passage. | **Assessments (Mid, Post)**   1. [Triangular Trade Assessment](https://docs.google.com/document/d/1ZfZ1MMzoiZKf6CjF9U2gScm9WofplSFE/edit?usp=sharing&ouid=107190308505807688129&rtpof=true&sd=true) 2. Middle Passage Written Response (Canvas) 3. [5.2.3 Slavery in the Colonies Quiz](https://docs.google.com/document/u/0/d/1YtKGG64E8aYMqo5i1uCNHnlfkwvjgS-g/edit) or Canvas |
| **Score**  **2.0** | Define and Recognize:  triangular trade route, imports, export, import, cash crop, manufactured goods, molasses, trade, transatlantic slave trade, middle passage, Gold Coast of Africa, West Indies | **Lesson Resources**  [Mapping the Triangular Trade Desk Diagram](https://docs.google.com/presentation/d/1UGgZjP_leWgcGhYNaSvfDxAMEWJSypf3tyWZ2CpGCWc/edit?usp=sharing)  Stories of Slavery at George Washington’s Mount Vernon- [Slides/Videos](https://docs.google.com/presentation/d/1OyaVfaxTNmX8lkbdVFOiIBOvWQx1unt4/edit?usp=sharing&ouid=107190308505807688129&rtpof=true&sd=true) |
| **Score 1.0** | With help, the student can explain the international economic and cultural interactions resulting from the triangular trade routes. | **Academic Vocabulary**  Trade, Import, Export, Cash Crops, Manufactured,, Economic, Culture |
| **RtI Support** | **Interventions** | **Enrichment** |

| **Subject and Quarter:** Social Studies, Quarter 2 | | **Grade:** |
| --- | --- | --- |
| **Standard5.2.4**- Analyze the forms of self-government in the three colonial regions including the role of religion in the establishment of some colonial governments, the Virginia House of Burgesses, and New England town hall meetings. | | **Supporting Standards**  **5.2.6**- Explain that tribal sovereignty is a tribal nation’s inherent right to self-govern |
| **Learning Goal/I Can Statement**  I will be able to analyze the forms of self-government in the three colonial regions. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | Explain how the role of religion, the Virginia House of Burgesses, and New England town hall meetings laid the foundation for our modern-day government. | **Essential Question**  What is the purpose of a government? |
| **Score**  **3.0** | Analyze the forms of self-government in the three colonial regions including the role of religion in the establishment of some colonial governments, the Virginia House of Burgesses, and New England town hall meetings. | **Assessments (Mid, Post)**   1. [House of Burgesses quiz- Canvas](https://deercreekschools.instructure.com/courses/6456/quizzes/81628) 2. [Build a Colony](https://docs.google.com/document/d/1BIX-nkqJqFU4lKG_VQmeGqsRa145b8OCbhaZr0k2b_w/edit?usp=sharing) Project+ [Government Question](https://docs.google.com/document/d/1ALJiA_nLe4YBjc51Oz8a6Yaow6hUQqztOXl-SQgqEaY/edit?usp=sharing) 3. [Colonial Self-Government Written Responses (Canvas)](https://deercreekschools.instructure.com/courses/6456/assignments/464140/edit?module_item_id=1680384&quiz_lti=true) |
| **Score**  **2.0** | Explain the role of religion in the establishment of some colonial governments.  and  Define and Recognize:  House of Burgesses, Town Hall meetings, burgess, self-government, tribal sovereignty | **Lesson Resources**  [Virginia House of Burgesses Activity](https://drive.google.com/file/d/1phqbS_dAgF7q5VOqDk_D2wkop3z4Ei3Y/view?usp=sharing)  [Colonial Government Slides](https://docs.google.com/presentation/d/1dWRO7LRAyrdHU8glDs9YsS9SnimECzuoXkU7QrIg0zk/edit?usp=sharing)  [Colonial Laws and Punishments Activity](https://docs.google.com/document/d/1s4-SlTR76Y0WHxT7udzEMJBlDUAW6TFx/edit?usp=sharing&ouid=107190308505807688129&rtpof=true&sd=true)  [Three types of Governments](https://drive.google.com/file/d/1hG4C8_BHkJT9KuTBgC8jyloo7procZzJ/view) |
| **Score 1.0** | With help, the student has partial success analyzing the forms of self-government in the three colonial regions. | **Academic Vocabulary**  House of Burgesses, Town Hall meetings, burgess, self-government, tribal sovereignty |
| **RtI Support** | **Interventions** | **Enrichment** |

| **Subject and Quarter:** Social Studies, Quarter 3 | | **Grade: 5th** |
| --- | --- | --- |
| **Standard** **5.3.1**- Examine the causes and effects of significant events leading to armed conflict between the Thirteen American Colonies and Great Britain including:   * French and Indian War * Proclamation of 1763 * Sugar and Stamp Acts * Townshend Act * Colonial arguments regarding taxation and rightful representation in Parliament * Boycotts of British goods and the efforts of the Committees of Correspondence * Quartering Act * Boston Massacre * Tea Act and The Boston Tea Party * Coercive Acts (Intolerable Acts) * British raids on Lexington and Concord * Publication of *Common Sense,* by Thomas Paine | | **Supporting Standards** |
| **Learning Goal/I Can Statement**  I can examine the causes and effects of significant events leading to armed conflict between the American Colonies and Great Britain. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | Apply and justify the conflicts between the colonies and Great Britain and what impact the conflicts have on today’s American culture. | **Essential Question**  What major events lead up to the American Revolutionary War? |
| **Score**  **3.0** | Examine the causes and effects of significant events leading to armed conflict between the Thirteen American Colonies and Great Britain including:   * French and Indian War * Proclamation of 1763 * Sugar and Stamp Acts * Townshend Act * Colonial arguments regarding taxation and rightful representation in Parliament * Boycotts of British goods and the efforts of the Committees of Correspondence * Quartering Act * Boston Massacre * Tea Act and The Boston Tea Party * Coercive Acts (Intolerable Acts) * British raids on Lexington and Concord * Publication of *Common Sense,* by Thomas Paine | **Assessments (Mid, Post)**   1. [French and Indian War Assessment](https://docs.google.com/presentation/u/0/d/1MkDX4lWTMl83iutyhJHZstorgdqGKpB4QaAkEUBm1IQ/edit) 2. [Acts and Laws Worksheet](https://drive.google.com/open?id=1MWW0vZsDjVzouPut2qy2EcmSuBmz-Bc1) 3. [Causes of the Revolution Assessment](https://docs.google.com/presentation/u/0/d/18hPFJGxkeD4_VdIDo3RIfigq30K5aQDs7edLRMR7uiw/edit) |
| **Score**  **2.0** | Define and Recognize:  Proclamation of 1763, King George III, French and Indian War,  Sugar Act, Stamp Act, Committees of Correspondence, Quartering Act, Boston Massacre, Parliament, Boston Tea Party, No Taxation Without Representation, Coercive Acts, Lexington and Concord,Common Sense, Boycotts | **Lesson Resources**  [Causes Articles and Activities](https://drive.google.com/file/d/1y_MwM8qAweh0QFGWSWN_Txd6o0UZBoBq/view?usp=sharing)  [Taxation Simulation](https://drive.google.com/file/d/1wW7mYcrZqQKjIJUQd0lEJdL5UuQ0vxNP/view?usp=sharing)  [Causes Escape Room](https://drive.google.com/file/d/1H7NtUVSyp6A_IccQUVniAJqk0TZGOHS-/view?usp=sharing)  CSI: Boston Massacre  [Sons of Liberty Primary Source Stations](https://drive.google.com/file/d/1f01v6PNLyz97cTih6rcE0ooCKGMscwey/view?usp=sharing) |
| **Score 1.0** | With help, the student has partial success examining the causes and effects of significant events that led to the Revolutionary War. | **Academic Vocabulary**  Proclamation, Act, Tax, Committee, Correspondence, Quartering, Massacre, Parliament, Representation, Coercive, Boycotts |
| **RtI Support** | **Interventions** | **Enrichment**  Ads for Acts and Laws |

| **Subject and Quarter:** Social Studies, Quarter 3 | | **Grade: 5th** |
| --- | --- | --- |
| **Standard** 5.3.2- Analyze the ideals stated in the Declaration of Independence, drafted by Thomas Jefferson and adopted July 4, 1776, used to:   * Identify natural, unalienable rights, such as life, liberty, and the pursuit of happiness * Declare the equality of all individuals * Define the purpose of government * Establish the principle of self-government and consent of the governed * Explain specific colonial grievances | | **Supporting Standards**  **5.3.3**- Explain the importance of the Articles of Confederation as the first American national system of government under which the colonies waged a war in order to gain independence.  **5.3.4**- Compare the Iroquois Confederacy’s representative government to the early attempts of the colonies to unite as one nation. |
| **Learning Goal/I Can Statement**  I can analyze the ideals stated in the Declaration of Independence. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | Analyze and justify the ideals stated in the Declaration of Independence and how those ideals are still practiced today. | **Essential Question**  What ideals are stated in the Declaration of Independence? |
| **Score**  **3.0** | Analyze the ideals stated in the Declaration of Independence, drafted by Thomas Jefferson and adopted July 4, 1776, used to:   * Identify natural, unalienable rights, such as life, liberty, and the pursuit of happiness * Declare the equality of all individuals * Define the purpose of government * Establish the principle of self-government and consent of the governed * Explain specific colonial grievances | **Assessments (Mid, Post)**   1. Declaration of Rights Analysis- Canvas 2. Grievances Assessment- Canvas 3. [Declaration of Independence Assessment](https://docs.google.com/presentation/u/0/d/14QcEtkkw3sMuSVddKdHiFX3KGA4MuNorIcB2Ezl1aCk/edit) |
| **Score**  **2.0** | Define and Recognize  Self-government, Declaration of Independence, Grievances, Liberty,  Equality, Articles of Confederation, Iroquois Confederacy | **Lesson Resources**  [Break up Letter Activity](https://drive.google.com/file/d/1e9u4AopbdwnP9kvvDnrFAUu-ojVkobAK/view?usp=sharing)  Video: Too Late to Apologize- A Declaration |
| **Score 1.0** | With help, the student has partial success analyzing the ideals stated in the Declaration of Independence. | **Academic Vocabulary**  Self-government, Declaration, Grievances, Liberty, Equality |
| **RtI Support** | **Interventions** | **Enrichment**  Analyzing Quotes from the Declaration |

| **Subject and Quarter:** Social Studies, Quarter 3 | | **Grade: 5th** |
| --- | --- | --- |
| **Standard** **5.3.5**- Compare the advantages and disadvantages of the British and the American colonies at the eve and during the Revolutionary War, including political and military leadership, military strength, population, resources, foreign alliances, and motivations for fighting. | | **Supporting Standards**  **-5.3.6**- Analyze the relationships of significant military and diplomatic events of the Revolutionary War including the leadership of General Washington, experiences of Valley Forge, impact of the battles of Bunker Hill, Trenton, Saratoga, Yorktown, and the Treaty of Paris of 1783.  **-5.3.7**- Identify the points of view of major groups that remained loyal to Britain, joined the patriot cause, or remained neutral.  **-5.3.8**- Identify contributions of key individuals involved in the American Revolution including Patrick Henry, Samuel Adams, John Adams, Abigail Adams, Paul Revere, Nathan Hale, John Paul Jones, Thayendanegea (Joseph Brant), Nancy Ward, Marquis de Lafayette, Benjamin Franklin, Mercy Otis Warren, and Phillis Wheatley. |
| **Learning Goal/I Can Statement**  I can compare the advantages and disadvantages of the British and the American colonies during the Revolutionary War. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | Analyze the significant risks for the North American colonies to rebel against Great Britain, and explain and justify the different perspectives towards the Revolution. | **Essential Question**  What are the advantages and disadvantages of both sides in the Revolutionary War? |
| **Score**  **3.0** | Compare the advantages and disadvantages of the British and the American colonies at the eve and during the Revolutionary War, including political and military leadership, military strength, population, resources, foreign alliances, and motivations for fighting. | **Assessments (Mid, Post)**   1. Battle Group Project- (Individual Assessment on Canvas) 2. Comparing Armies Assessment (Canvas) 3. [Revolutionary War Assessment](https://docs.google.com/presentation/u/0/d/1GO-SftNJqmOqn5e5K7dUl6iynNCba2m_bvRVqXjEwN0/edit) |
| **Score**  **2.0** | Define and Recognize:  Patriot, Loyalist, Neutralist, 1st and 2nd Continental Congress, Sons and Daughters of Liberty, Militia,Continental Army, Regulars, George Washington, Hessian Mercenaries, Bunker Hill, Trenton, Valley Forge, Saratoga, Yorktown, Treaty of Paris 1783 | **Lesson Resources**  [Timeline Activity](https://drive.google.com/file/d/1kEYfKEAwvJCoulJWAzbi6ZmYPECFNa01/view?usp=sharing)  [Women of the Revolution Primary Source Stations](https://drive.google.com/file/d/16Z9sCiFRtCfZYhElUF5f59gk70IT5rRQ/view?usp=sharing)  [Revolutionary War Escape Room](https://drive.google.com/file/d/1Tvlbt9ksUoycZJihhMXkcnl8M3lRk6fq/view?usp=sharing)  [Spying Slides](https://docs.google.com/presentation/d/12Kfyn9OLDcQFAzckpk8lkqPidJoifiFBLXSPgCr0OvI/edit?usp=sharing) |
| **Score 1.0** | With help, the student has partial success comparing the advantages and disadvantages of the British and the American colonies during the Revolutionary War. | **Academic Vocabulary**  Patriot, Loyalist, Neutralist, Congress, Militia, Regulars, Hessian, Mercenaries, Treaty |
| **RtI Support** | **Interventions** | **Enrichment**  Spy Code Project Choices |

| **Subject and Quarter:** Social Studies, Quarter 4 | | **Grade: 5th** |
| --- | --- | --- |
| **Standard** **5.4.2**- Identify key leaders and explain the debates and compromises of the Constitutional Convention, including:  **A.** Virginia and New Jersey Plans  **B.** Great Compromise  **C.** Three-fifths Compromise and its maintenance of the institution of slavery  **D.** Father of the Constitution, James Madison  **E.** President of the Convention, George Washington | | **Supporting Standards**  **5.4.1**- Evaluate issues and events that led to the Constitutional Convention, including a weak national government and Shays’ Rebellion.  **5.4.3**-Examine the purposes and basic responsibilities of government as described in the Preambleof the Constitution of the United States, which established the supreme law of the land.  **5.4.4**-Describe the relationship between the federal government and sovereign American Indian nations, as established under the Constitution of the United States. |
| **Learning Goal/I Can Statement**  I can identify key leaders and explain the debates and compromises of the Constitutional Convention. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | Analyze and justify the formation of the American system of government, and develop an understanding of the controversies surrounding the creation of a new system of government. | **Essential Question**  What debates and compromises did the leaders of the Constitutional Convention have? |
| **Score**  **3.0** | Identify key leaders and explain the debates and compromises of the Constitutional Convention, including:   * Virginia and New Jersey Plans * Great Compromise * Three-fifths Compromise and its maintenance of the institution of slavery * Father of the Constitution, James Madison * President of the Convention, George Washington | **Assessments (Mid, Post)**   1. Preamble Analysis- Canvas 2. [Comparing Virginia and New Jersey Plans](https://drive.google.com/file/d/1o_7BxmWyivJEE1EqA1vij8gUOfHO24uX/view?usp=sharing) 3. [5.4.2 Assessment](https://docs.google.com/presentation/d/1BK5HrJDUlw4YezmitQJhDWf_5aJfB7NRNJD5IETs4MA/edit?usp=sharing) |
| **Score**  **2.0** | Define and Recognize:  Constitutional Convention, Preamble, Virginia Plan, New Jersey Plan, The Great Compromise, Three-fifths Compromise, James Madison, George Washington, Federal Government, Sovereign Indian Nations | **Lesson Resources**  [Articles of Confederation/Shays’ Rebellion Brochure](https://drive.google.com/file/d/1t0awaIe6RqHuF0Ty5tYfsvwBDotWAkB3/view?usp=sharing)  [Preamble Scramble](https://drive.google.com/file/d/1O00S3VSGm1EVX4lpZYPDMCBrn1r5eVFu/view?usp=sharing)  [Parts of Constitution Slides](https://docs.google.com/presentation/d/13q8fqZmVV1jp0_g4Ghv6B79jVfIGB7VDU0Zz-EjAkt0/edit?usp=sharing) |
| **Score 1.0** | With help, the student has partial success examining the formation of the United States government, under the Constitution. | **Academic Vocabulary**  Preamble, Compromise, Federal, Sovereign |
| **RtI Support** | **Interventions** | **Enrichment** [Constitution Writing Project Choice Board](https://docs.google.com/document/u/0/d/1OzyxIjT7MPL9f0gKeK2w2xMM04kUnDO8YEGrWzxpuyo/edit) |

| **Subject and Quarter:** Social Studies, Quarter 4 | | **Grade: 5th** |
| --- | --- | --- |
| **Standard** **5.4.6**- Explain how the Constitution of the United States was amended to include the Bill of Rights and summarize the liberties protected in each of the ten amendments. | | **Supporting Standards**  **5.4.5**- Compare the viewpoints of the Federalists, led by James Madison, and Anti-Federalists, such as George Mason, over the addition of the Bill of Rights. |
| **Learning Goal/I Can Statement**  I can explain how the Constitution was amended and summarize the Bill of Rights. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | Analyze and justify the reasons for adding the Bill of Rights to the Constitution and how it plays a part in our current culture. | **Essential Question**  What liberties were protected in the Bill of Rights? |
| **Score**  **3.0** | Explain how the Constitution of the United States was amended to include the Bill of Rights and summarize the liberties protected in each of the ten amendments. | **Assessments (Mid, Post)**   1. Federalists vs. Antifederalists Quiz- Canvas 2. Matching the Amendments with Scenarios-Canvas 3. Bill of Rights Project |
| **Score**  **2.0** | Define and Recognize:   * Bill of Rights * Amendments 1-10 * Federalists * Antifederalists | **Lesson Resources**  [Bill of Rights Escape Room](https://drive.google.com/file/d/1nVIVKAjcTDDin1DmT3nKiq6BSqSgV0TJ/view?usp=sharing)  [Bill of Rights Task Cards](https://drive.google.com/file/d/1b1jt2uur2_Vo0n-qprrIiizjAuGkEP3g/view?usp=sharing)  [Bill of Rights Scenarios](https://drive.google.com/file/d/1WJyjP_PUqhwVSJDwR97YqW4m3_3vOcsi/view?usp=sharing) |
| **Score 1.0** | With help, the student has partial success summarizing the liberties protected in each of the ten amendments. | **Academic Vocabulary**  Amendments, Federalists, Antifederalists |
| **RtI Support** | **Interventions** | **Enrichment**  Create Scenarios for Bill of Rights (Videos, Skits) |

| **Subject and Quarter:** Social Studies, Quarter 4 | | **Grade: 5th** |
| --- | --- | --- |
| **Standard** **5.5.1**- Examine the key principles of government established in the Constitution of the United States including:   * Separation of powers among the three branches of government * The system of checks and balances * Shared powers between the federal and state governments | | **Supporting Standards**  5.5.2- Describe the roles of Congress, the President, and the Supreme Court in the legislative process.  **5.2.6**- Explain that tribal sovereignty is a tribal nation’s inherent right to self-govern  5.5.3 Describe the responsibilities of United States citizens including:  Registration and voting in public elections  Becoming informed voters  Engagement in civil discourse  Service on trial juries  Payment of taxes  Obedience to laws  Registration for military service |
| **Learning Goal/I Can Statement**  I can examine the key principles of the United States government. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | Use evidence to support the Framers’ reasoning for a separation of powers, balanced between three branches of government. | **Essential Question**  What principles of government were established in the U.S. Constitution? |
| **Score**  **3.0** | Examine the key principles of government established in the Constitution of the United States including:   * Separation of powers among the three branches of government * The system of checks and balances * Shared powers between the federal and state governments | **Assessments (Mid, Post)**   1. Roles of Each Branch Written Response (Canvas) 2. [Checks and Balances Assessment](https://docs.google.com/presentation/d/1Hg91kgAGwfHFPmFHL6oSx3bPeVV1r7l6GGygD3TMkSE/edit?usp=sharing) 3. [Branches of Government Assessment](https://docs.google.com/presentation/u/0/d/1ohP1zowmNWcmOyoP0FMP6mK0OZGENjdSL1k-Ca3wVJs/edit) |
| **Score**  **2.0** | Define and Recognize:  Three Branches of Government, Checks and Balances, Federal Government, State Government, Congress (Legislative), President (Executive), Supreme Court (Judicial) | **Lesson Resources**  [Branches of Government Simulation](https://drive.google.com/file/d/1KECMr1wKAOCXLOJGDfn0pu-oFbBlfrwV/view?usp=sharing)  B[ranches of Government Escape Room](https://drive.google.com/file/d/1OKLANH7Cx5ClcjELrDFaNruSxUMaUN84/view?usp=sharing)  [Task Cards](https://drive.google.com/file/d/1kvmkN-ObyJ-Es76wXW48_dooAY-4aDES/view?usp=sharing)  “We the People” [Reader’s Theater](https://drive.google.com/file/d/1mgv532O-M3jfAGnOC4aaKuvYt74qOqXz/view?usp=sharing) |
| **Score 1.0** | With help, the student has partial success examining the key principles of government established in the Constitution of the United States. | **Academic Vocabulary**  Branches of Government, , Federal, State, Congress, Legislative, Executive, Judicial, Elections, Voters, Civil Discourse, Trials, Juries, Taxes, Laws, Registrations |
| **RtI Support** | **Interventions** | **Enrichment**  Branches of Government Choice Board |