



First Semester	Second Semester
<p><b><u>Unit 1: First Americans to the Time of the Explorers</u></b> (4 weeks)</p> <p><b>1.1</b> I can describe the complex urban societies that existed in Mesoamerica and North America before 1500. (5.4.4.15.1)</p> <p><b>1.2</b> I can identify various motivations of the Europeans for exploring and settling in Asia, Africa and the Americas from the 15<sup>th</sup> to early 17<sup>th</sup> centuries. (5.4.4.16.1)</p> <p><b>1.3</b> I can Describe early interactions between indigenous peoples, Europeans and Africans, and then describe the consequences of those interactions on all of the groups. (5.4.4.16.2)</p> <p><b>1.4</b> I can explain a historical event from multiple perspectives. (5.4.1.2.2)</p> <p><b>1.5</b> I can explain the construct of an era and interpret the connections between three or more events in an era. (5.4.1.1.1)</p> <p><b>1.6</b> I can explain the concept of profit (relationship between revenue &amp; cost) and describe how this motivates entrepreneurs. (5.2.4.6.1)</p> <p><b><u>Unit 2 : Colonization and Settlement</u></b> (7 weeks)</p> <p><b>2.1</b> I can create and use various kinds of maps of places in the North American colonies. (5.3.1.1.1)</p> <p><b>2.2</b> I can locate and identify the physical and human characteristics of places in the North American Colonies. (5.3.1.3.1)</p> <p><b>2.3</b> I can explain how geographic features affected land use in the North American colonies. (5.3.4.10.1)</p> <p><b>2.4</b> I can identify the role of Europeans and West Africans in the development of the Atlantic slave trade. (5.4.4.16.3)</p> <p><b>2.5</b> I can compare and contrast life within the English, French and Spanish colonies in the North American colonies. (5.4.4.16.4)</p> <p><b>2.6</b> I can describe ways that both enslaved and free black people maintained and developed their cultural identities. (5.4.4.16.5)</p> <p><b>2.7</b> I can compare and contrast the taxes and fees collected and services provided during Colonial times with the taxes, fees and services today. (5.1.4.7.3)</p> <p><b>2.8</b> I can apply a decision- making process to identify an alternative choice that could have been made for a historical event and explain the probable impact of that choice. (5.2.1.1.1)</p> <p><b>2.9</b> I can describe different uses of income and discuss advantages and disadvantages of each. (5.2.2.2.1)</p>	<p><b><u>Unit 3: American Revolution</u></b> (6 weeks)</p> <p><b>3.1</b> I can identify major conflict between the colonies and England following the Seven Years War, and how these conflicts led to the American Revolution. (5.4.4.17.1)</p> <p><b>3.2</b> I can describe how the people in the British Colonies governed themselves and how conflicting beliefs about the role of government led to the American Revolution. (5.4.4.17.2)</p> <p><b>3.3</b> I can identify the major events of the American Revolution that led to the creation of a new independent nation. (5.4.4.17.3)</p> <p><b>3.4</b> I can compare and contrast the impact of the American Revolution on the different groups within the original 13 colonies. (5.4.4.17.4)</p> <p><b>3.5</b> I can recreate a historic event to show how civic participation makes a democratic society work for all citizens. (5.1.1.1.1)</p> <p><b><u>Unit 4: Documents of Democracy</u></b> (5 weeks)</p> <p><b>**Social Studies/Literacy Integrated Unit</b></p> <p><b>Social Studies:</b></p> <p><b>1.1</b> I can describe the purposes of the founding documents and explain the basic principles of democracy that are outlined in the Declaration of Independence, the Constitution, and the bill of rights. (5.4.4.17.5)</p> <p><b>1.2</b> I can explain the three branches of government and how the leaders are selected. (5.1.4.7.1)</p> <p><b>1.3</b> I can describe how governmental power is limited through the principles of federalism, the separation of powers and checks and balances. (5.1.4.7.2)</p> <p><b>1.4</b> I can describe why the Article of Confederation was replaced with the Constitution. (5.4.4.17.6)</p> <p><b>1.5</b> I can describe the major issues that were debated at the Constitutional Convention. (5.4.4.17.7)</p> <p><b>1.6</b> I can identify important people from the American Revolution, and explain how their actions helped to develop our American political culture. (5.1.2.2.1)</p> <p><b>1.7</b> I can explain specific protections that the Bill of Rights provides to individuals. (5.1.3.5.1)</p> <p><b>1.8</b> I can explain how law limits the power of the government and the governed, protects individual rights and promotes the general welfare. (5.1.4.8.1)</p> <p><b>1.9</b> I can explain how the first 10 amendments helped in the ratification of the United States Constitution. (5.1.3.5.1)</p>

- I.10 I can identify a problem in our community and analyze it from different perspectives, and create an action plan to address it. (5.1.1.1.2)
  - I.11 I can pose questions about a topic in history, examine a variety of sources related to the question, interpret findings and use evidence to draw conclusions. (5.4.1.2.1)
  - I.12 I can analyze multiple causes and outcomes of a historical event. (5.4.1.3.1)
- Informational:**
- I.13 I can quote accurately from the text to explain what the text says and when drawing inferences from the text. (5.2.1.1)
  - I.14 I can determine themes of stories, dramas, or poems from text details, including how characters in stories or dramas respond to challenges or how speakers in poems reflect upon topics; summarize texts. (5.2.2.2)
  - I.15 I can explain the relationships between two or more events or ideas in a historical text based on specific information in the text. (5.2.3.3)
  - I.16 I can determine the meaning of academic and content words or phrases in an informational text. (5.2.4.4)
  - I.17 I can explain how an author uses reasons and evidence to support particular points in a text. I can identify which reasons and evidence support which point(s). (5.2.8.8)
  - I.18 I can integrate information from several texts on the same topic to allow me to write or speak about the subject with knowledge. (5.2.9.9)
  - I.19 I can read and comprehend historical and social studies text at the grade 4-5 text complexity band with independence and proficiency. (5.2.10.10)
- Speaking, Listening, Viewing, and Media Literacy**
- I.20 I can summarize a written text (primary source documents) read aloud or information that is presented in diverse media formats, which would include visual, quantitative and orally. (5.8.2.2)
  - I.21 I can summarize the points a speaker makes and explain how the claim is supported by reasons and evidence. I can distinguish between a speaker's opinions and verifiable facts. (5.8.3.3)
  - I.22 I can report on a topic or text, sequence ideas logically and use appropriate facts and details to support the main idea. I can avoid plagiarism by identifying sources. I can speak clearly at an understandable pace. (5.8.4.4)
  - I.23 I can include multimedia components and visual displays in a presentation. (5.8.5.5)
  - I.24 I can adapt speech to a variety of contexts and tasks and use formal English appropriate to the task and situation. (5.8.6.6)



	<p><b>Writing:</b></p> <p><b>I.25</b> I can write an informative text to examine a historical topic and convey ideas and information clearly. (5.6.2.2a-e)</p> <p><b>I.26</b> I can produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (5.6.4.4)</p> <p><b>I.27</b> I can accept guidance and support to develop and strengthen my writing through the writing process. (5.6.5.5)</p> <p><b>I.28</b> I can conduct a short research h project that uses several sources to build knowledge through investigation of different aspects of a topic. (5.6.7.7)</p> <p><b>I.29</b> I can gather relevant information from print and digital sources; I can summarize or paraphrase information in note and finished work and provide a list of sources. (5.6.8.8)</p> <p><b>I.30</b> I can draw evidence from informational text to support analysis, reflection, and research. (5.6.9.9b)</p> <p><b>I.31</b> I can adjust my writing practices for different time frames, tasks, purposes, and audiences. (5.6.10.10)</p> <p><b>Language:</b></p> <p><b>I.32</b> I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (5.10.1.1a-e)</p> <p><b>I.33</b> I can apply the knowledge of language and its conventions when writing, speaking, reading, or listening. (5.10.3.3 a,b)</p>
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