

Ganado Unified School District #20

(Social Studies/5th Grade)

PACING Guide SY 2018-2019

Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
First Quarter				
Week 1 August 6 Chapter 1 Lesson 1	Ancient American Indian Civilizations SS05.S1C1.01 -Use the following to interpret historical data <ol style="list-style-type: none"> a. Timelines-B.C.E. and B.C; C.E. and A.D. SS05-S1C3-01 -Recognize that Native American tribes resided throughout North America before the period of European exploration and colonization. SS05.S4C5.01 -Describe the ways European colonist and Native Americans viewed, adapted, and used the environment.	<ul style="list-style-type: none"> • How did geography and climate influence the way different ancient American Indian Nations lived in North America? 	I will be able to: <ul style="list-style-type: none"> * Identify and describe the ways of life of the ancient American Indians. * Compare and contrast how geography and climate influenced American Indian groups differently. 	Migrate Hunter-Gatherer Geography Climate Nomad Agriculture Technology Irrigation Civilization Influence Distribute

**Chapter 1
Lesson 2**

American Indian Culture

SS05.S1C1.01-Use the following to interpret historical data
b. Timelines-B.C.E. and B.C; C.E. and A.D.

SS05-S1C3-01-Recognize that Native American tribes resided throughout North America before the period of European exploration and colonization.

SS05.S4C5.01-Describe the ways European colonist and Native Americans viewed, adapted, and used the environment.

- How did the cultures vary widely among American Indian peoples?

I will be able to:

- * Define culture and explain how it led to diversity among early American Indians.
- * Describe the roles of men, women, and children in American Indian society.
- * Describe various features of American Indian Religious life.

Custom
Tradition
Folklore
Ancestor
Aspect
Maintain

Week 2
August 13

**Chapter 1
Lesson 3**

American Indian Government and Economy

SS05.S1C1.01-Use the following to interpret historical data:
a. Timelines-B.C.E. and B.C; C.E. and A.D.
b. Graphs, tables, charts, and maps

SS05-S2C1-01-Use the following to interpret historical data:

- Why did American Indian Groups have a varied system of government and economies?

I will be able to:

- * Describe how American Indian groups chose leaders and governed themselves.
- * Define the term economy and describe ways in which American Indian groups used local resources to survive.

Government
Council
Confederacy
League
Economy
Commodity
Trading Network
Advisor
Establish



c. Graphs, tables, charts, and maps.

SS05.S4C5.01-Describe the ways European colonists and Native Americans viewed, adapted and used the environment.

Week 3
August 20

**Chapter 2
Lesson 1**

Age of Exploration

- SS05.S1C1.01**-Use the following to interpret historical data:
- a. Timelines-B.C.E. and B.C; C.E. and A.D.
 - b. Graphs, tables, charts, and maps

- SS05-S2C5-01**-Describe the following effects of European exploration, trade, and colonization on other parts of the world:
- a. Sea routes to Asia
 - c. Increased power of European countries.

- SS05-S2C5-01**-Describe the following effects of European exploration, trade, and colonization on other parts of the world:
- a. Sea routes to Asia

- How did advances in technology help European explorers sail to and settle in new places?

I will be able to:

- * Analyze the impact on the advancement of innovations such as improved maps, faster and safer ships, the astrolabe, the magnetic compass, and the chronometer.
- * Summarize the efforts of the prince of Portugal to establish sea routes around Africa to Asia in order to increase trade and gain riches for his country.
- * Identify Portuguese explorer Vasco de Gama as the first European to sail around the tip of Africa and reach India.
- * Learn to use textual information and illustrations to understand sequence of events.

Merchant
Slave Trade
Navigation
Astrolabe
Caravel

- b. Increased power of European countries

SS05-S4C1-01-Interpret information form a variety of maps:
d.historical maps

**Chapter 2
Lesson 2**

Explorers for Spain

SS05.S1C1.01-Use the following to interpret historical data:

- c. Timelines-B.C.E. and B.C; C.E. and A.D.
- d. Graphs, tables, charts, and maps

SS05-S2C5-01-Describe the following effects of European exploration, trade, and colonization on other parts of the world:

- b. Sea routes to Asia
- c.Increased power of European countries.

SS05-S2C5-01-Describe the following effects of European exploration, trade, and colonization on other parts of the world:

- c. Sea routes to Asia
- d. Increased power of European countries

- Why did Spain send explorers to new lands?

I will be able to:

- * Explain what motivated the king and queen of Spain to send explorers to find a route west to Asia.
- * Describe how Columbus sailed west hoping to reach Asia, but landed on a continent previously unknown to most Europeans.
- * Describe the entrepreneurial characteristics of Columbus and later Spanish explorers.
- * Define the term colony and describe how Spain started colonies in the Americas.

Patron
Conquistador
Expedition
Empire
Colony
Epidemic
Organized
Demolish



SS05-S4C1-01-Interpret information
form a variety of maps:
d.historical maps

Week 4
August 27

Chapter 2
Lesson 3

The Columbian Exchange

SS05.S1C1.01-Use the following to
interpret historical data:
d. Timelines-B.C.E. and B.C; C.E.
and A.D.
e. Graphs, tables, charts, and
maps

SS05-S2C5-01-Describe the following
effects of European exploration, trade,
and colonization on other parts of the
world:
e. Sea routes to Asia
f. Increased power of European
countries

SS05-S4C1-01-Interpret information
form a variety of maps:
d.historical maps

- How did the Columbian Exchange result in the exchange of useful crops and animals, as well as deadly diseases?

I will be able to:

- * Define the Columbian exchange as an interchange of cultures and goods between Europeans, American Indians, and Africans following Columbus's explorations.
- * Analyze the consequences of the Columbian Exchange, both positive and negative.
- * Draw conclusions about the lasting impact of the Columbian Exchange on the cultures of Europeans, American Indians, and African peoples.

Columbian Exchange
Plantation
Enormous
Distinct

**Chapter 3
Lesson 1**

Spanish Colonies in the Americas

SS05.S1C1.01-Use the following to interpret historical data:

- f. Timelines-B.C.E. and B.C; C.E. and A.D.
- g. Graphs, tables, charts, and maps

SS05-S2C5-01-Describe the following effects of European exploration, trade, and colonization on other parts of the world:

- g. Sea routes to Asia
- h. Increased power of European countries

SS05-S4C1-01-Interpret information from a variety of maps:
d.historical maps

• Why did Spain explore and settle in the Americas?

I will be able to:

- * Analyze the relationships between Spanish settlers and American Indians.
- * Understand the effects of the competition between the European countries to settle in North America.
- * Summarize the impact of the encomienda system in the Spanish settlements.
- * Describe the importance of the Spanish mission in the spread of Spanish settlements in North America.

Viceroy
Encomienda
Class System
Missionary
Rigid
Convince

Week 5
September 4

**Chapter 3
Lesson 2**

The English Colonies in Virginia

- SS05.S1C1.01**-Use the following to interpret historical data:
- h. Timelines-B.C.E. and B.C; C.E. and A.D.
 - i. Graphs, tables, charts, and maps

- SS05-S2C5-01**-Describe the following effects of European exploration, trade, and colonization on other parts of the world:
- i. Sea routes to Asia
 - j. Increased power of European countries

- SS05-S4C1-01**-Interpret information from a variety of maps:
- d. historical maps

- Why did England explore and settle in North America?

I will be able to:

- * Explain why and how the English started colonies in Virginia.
- * Analyze the impact of geography and climate on the Virginia colonies.
- * Summarize the sequence of events leading to a permanent settlement in Virginia.
- * Trace the development of representative government in Virginia.

Royal Charter
Indentured Servant
Anglican
Cash Crop
House of Burgesses
Representative
Finance
Assemble

**Chapter 3
Lesson 3**

Pilgrims and Puritans in New England

- What were the key events in the establishment of

I will be able to:

- * Summarize the religious and economic reasons that prompted Pilgrims and

Pilgrim
Mayflower Compact
Puritan

SS05.S1C1.01-Use the following to interpret historical data:

- j. Timelines-B.C.E. and B.C; C.E. and A.D.
- k. Graphs, tables, charts, and maps

SS05-S2C5-01-Describe the following effects of European exploration, trade, and colonization on other parts of the world:

- k. Sea routes to Asia
- l. Increased power of European countries

SS05-S4C1-01-Interpret information from a variety of maps:

- d. historical maps

English colonies in New England?

Puritans to settle in New England?

- * Explain the significance of the Mayflower Compact.
- * Describe the relationship between American Indians and English settlers in New England?
- * Describe the kinds of communities the Pilgrims and Puritans created, including the influence of religion on daily life.

Condition Responsible



Week 6
September 10

**Chapter 3
Lesson 4**

The French and Dutch in North America

SS05.S1C1.01-Use the following to interpret historical data:

- l. Timelines-B.C.E. and B.C; C.E. and A.D.

- What were the key events surrounding the establishment of French and Dutch colonies in North America?

I will be able to:

- * Identify ways in which Europeans competed for economic opportunities in North America.
- * Summarize the relationship between American Indians and the French, and

Northwest Passage
Monopoly
Royal province
Eventually
relationship

m. Graphs, tables, charts, and maps

SS05-S2C5-01-Describe the following effects of European exploration, trade, and colonization on other parts of the world:

- m. Sea routes to Asia
- n. Increased power of European countries

SS05-S4C1-01-Interpret information from a variety of maps:

between American Indians and the Dutch.

- * Identify the major French and Dutch explorers that established colonies North America.
- * Compare the colonization efforts of the English, French and Dutch in North America.



**Chapter 4
Lesson 1**

New England, Middle, and Southern Colonies

SS05.S1C1.01-Use the following to interpret historical data:

- a. Timelines-B.C.E. and B.C; C.E. and A.D.
- b. Graphs, tables, charts, and maps

SS05-S1C3-03-Explain the reasons for colonization of America.

- What was the role of geography in the settling and development of the English colonies?

I will be able to:

- * Compare and contrast the geography of the New England, Middle, and Southern Colonies.
- * Analyze how the land and climate had an impact on the development of communities in the three colonial regions.

Region
Proprietor
Diverse
Interact
Coordinate

SS05-S4C1-01-Identify contributions of individuals who were important to the colonization of America.

SS05-S1C3-04-Describe the contributions of geographic and economic conditions, religion, and colonial systems of government to the development of American democratic practices.

SS05-S1C3-05-Describe the geography, cultures, and economics of the Southern, Middle Atlantic and New England Colonies



Week 7
September 17

Chapter 4
Lesson 2

Daily Life in the Colonies

SS05-S5C1-02-Describe how specialization improved standards of living in the three colonial regions and the Pre-Civil War North and South.

- How did the patterns of life and work in the colonies differ from the patterns today?

I will be able to:

- * Compare and contrast the resources and economies of the three colonial regions.
- * Explain how protectionism and mercantilism affected the colonies and trade.
- * Describe the triangular trade and provide examples of items

Barter
Export
Import
Raw Materials
Mercantilism
Triangular Trade
Classes
Artisans
Insert

SS05-S5C1-03-Identify how voluntary exchange helps both buyers and sellers as in colonial trade in North America.

SS05-S1C3-04-Describe the contributions of geographic and economic conditions, religion, and colonial systems of government to the development of American democratic practices.

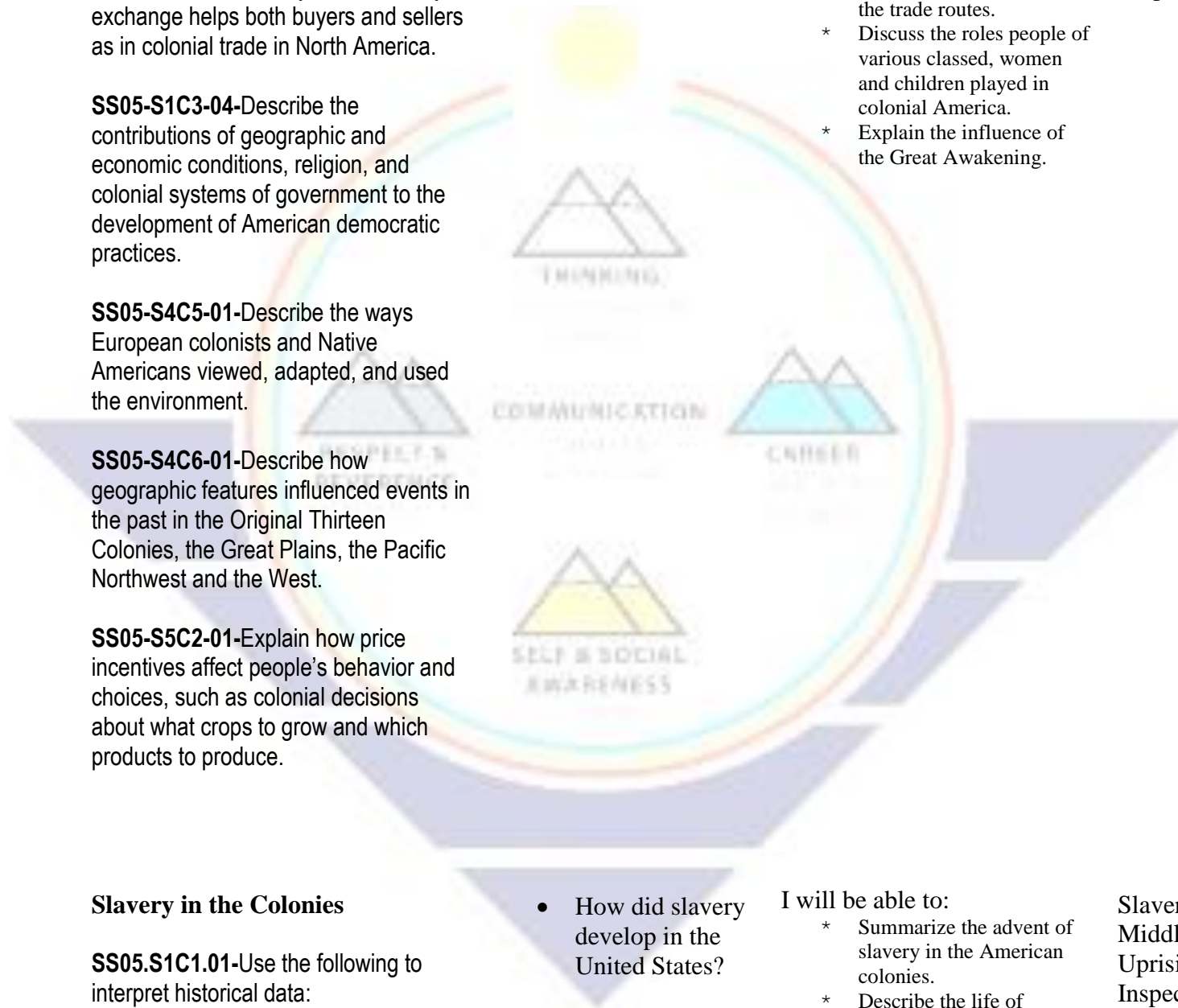
SS05-S4C5-01-Describe the ways European colonists and Native Americans viewed, adapted, and used the environment.

SS05-S4C6-01-Describe how geographic features influenced events in the past in the Original Thirteen Colonies, the Great Plains, the Pacific Northwest and the West.

SS05-S5C2-01-Explain how price incentives affect people's behavior and choices, such as colonial decisions about what crops to grow and which products to produce.

imported and exported via the trade routes. Display

- * Discuss the roles people of various classes, women and children played in colonial America.
- * Explain the influence of the Great Awakening.



**Chapter 4
Lesson 3**

Slavery in the Colonies

SS05.S1C1.01-Use the following to interpret historical data:

- How did slavery develop in the United States?

I will be able to:

- * Summarize the advent of slavery in the American colonies.
- * Describe the life of enslaved Africans.

Slavery
Middle Passage
Uprisings
Inspect
Investigate

- a. Timelines-B.C.E. and B.C; C.E. and A.D.
- b. Graphs, tables, charts, and maps

* Discuss ways in which enslaved Africans resisted slavery.

SS05-S5C2-01-Explain how price incentives affect people's behavior and choices, such as colonial decisions about what crops to grow and which products to produce.

SS05-S1C4-01-Describe the significance of the following events leading to the American Revolution

- a. French and Indian War



Week 8
September 24

Chapter 4
Lesson 4

Cooperation and Conflict

SS05.S1C1.01-Use the following to interpret historical data:

- a. Timelines-B.C.E. and B.C; C.E. and A.D.
- b. Graphs, tables, charts, and maps

- How did conflicts between European settlers and American Indians break out?

I will be able to:

- * Explain the causes and effects of conflicts between American Indians and European settlers.
- * Identify the key groups and people involved in major conflicts between

Boundary
King Phillips War
Pollute
Unify

SS05-S4C1-01-Interpret information from a variety of maps:
d. historical maps

SS05-S1C3-07-Describe interactions between Native Americans and European settlers.

SS05-S1C4-03-Identify the impact of the following individuals on the Revolutionary War:
c. George Washington
f. King George III



**Chapter 4
Lesson 5**

The French and Indian War

SS05.S1C1.01-Use the following to interpret historical data:
a. Timelines-B.C.E. and B.C; C.E. and A.D.
b. Graphs, tables, charts, and maps

SS05-S4C1-01-Interpret information from a variety of maps:
d. historical maps

- How did Great Britain become the greatest colonial power in North America?

I will be able to:

- * Analyze the causes of the French and Indian War.
- * Identify George Washington's role in the French and Indian War.
- * Assess how the conflicts and alliances during the French and Indian War affected the British colonies.
- * Describe the role played by American Indians in the French and Indian War and the events that followed?

Ally
Treaty
Reflect
Persuade

SS05-S1C3-07-Describe interactions between Native Americans and European settlers.

SS05-S1C4-03-Identify the impact of the following individuals on the Revolutionary War:
c. George Washington
f. King George III

Week 9
October 1

**Chapter 5
Lesson 1**

Tensions with Britain

SS05-S5C2-02-Describe how competition, markets, and prices influence peoples' behavior.

SS05-S3C4-03-Describe ways an individual can contribute to a school or community.

SS05-S3C4-03-Describe the importance of citizens being actively involved in the democratic process.

- Why did colonist rebel against the British?

I will be able to:

- * Explain how tensions rose between the America colonists and the British following the French and Indian War.
- * Identify leaders and groups who organized protests.

Congress
Debt
Stamp Act
Sons of Liberty
Boycott
Townshend Acts
Tariff
Custom
Acknowledge
Retain



Chapter 5
Lesson 2

The Road to War

SS05.S2C6.01-Explain the rationale and characteristics of rebellion

SS05-S2C6-02-Explain the impact that revolution has on a society

SS05-S3C4-03-Describe the importance of citizens being actively involved in the democratic process.

SS05.S1C1.01-Use the following to interpret historical data:
a. Timelines-B.C.E. and B.C; C.E. and A.D.
b. Graphs, tables, charts, and maps

SS05-S5C5-01-Explain how the following are used to purchase goods and services:
a. Graphs, tables, charts, and maps

- Why did the colonists decide to go to war with England?

I will be able to:

- * Explain the events that led to the beginning of the American Revolutionary War.
- * Identify Patriot and British leaders at the beginning of the revolution and their impact.
- * Understand the significance of the First Continental Congress.

Massacre
Quarter
Martial law
Patriot
Loyalist
Neutral
Militia
Symbolic
Significant



Second Quarter

Week 10
October 9

Chapter 5 Lesson 3

Declaring Independence

SS05-S1C1.01-Use the following to interpret historical data:

- b. Timelines-B.C.E. and B.C;
C.E. and A.D.

SS05-S1C4-03-Identify the impact of the following individuals on the Revolutionary War:

- a. Benjamin Franklin
- b. Thomas Jefferson
- c. Thomas Paine
- d. King George III

SS05-S1C1-04-Locate information using both primary and secondary sources.

SS05-S1C4-02-Describe the significance of the following events in the Revolutionary War:

- c. Declaration of Independence.

SS05-S2C1-04-Locate information using both primary and secondary sources.

- Why did the colonies declare independence from Great Britain and were willing to fight for it?

I will be able to:

- * Describe the purpose, actions, and significance of the Second Continental Congress.
- * Identify the leaders who wrote and signed the Declaration of Independence.

Continental Army
Independence
Equality
Treason
Unite
Foundation

**Chapter 5
Lesson 4**

On the Battlefield and at Home

SS05-S1C1-04-Locate information using both primary and secondary sources.

SS05-S1C4-02-Describe the significance of the following events in the Revolutionary War:

- a. Declaration of Independence.

SS05-S2C1-04-Locate information using both primary and secondary sources.

SS05.S1C1.01-Use the following to interpret historical data:

- a. Timelines-B.C.E. and B.C; C.E. and A.D.

- When conditions were difficult, did Patriots fight for independence?

I will be able to:

- * Compare the advantages of each side of the American Revolution.
- * Identify and map the major military battles and campaigns of the war and describe their importance.

Mercenary
Retreat
Alliance
Scarcity
Profiteering
Confine
Emerge



Week 11
October 15

**Chapter 5
Lesson 5**

Winning Independence

SS05.S2C6.01-Explain the rationale and characteristics of rebellion

SS05-S2C6-02-Explain the impact that revolution has on a society

- How did the United States win its independence?

I will be able to:

- * Summarize how alliances with other nations contributed to the colonist's victory in the American Revolution and proved to be a turning point in the war.
- * Describe the actions of individuals who changed

Peninsula
Negotiate
Treaty of Paris
Recover
Reinforcement

SS05-S3C4-03-Describe the importance of citizens being actively involved in the democratic process.

the course of the American Revolution.

- * Explain the significance of the Treaty of Paris.

SS05.S1C1.01-Use the following to interpret historical data:

- Timelines-B.C.E. and B.C; C.E. and A.D.
- Graphs, tables, charts, and maps

SS05-S5C5-01-Explain how the following are used to purchase goods and services:

- Graphs, tables, charts, and maps



Week 12
October 22

**Chapter 6
Lesson 1**

Articles of Confederation

SS05.S2C6.01-Explain the rationale and characteristics of rebellion

SS05-S2C6-02-Explain the impact that revolution has on a society

- How did the government organize under the Articles of Confederation?

I will be able to:

- * Understand how the U.S. government was structured under the Articles of confederation and identify the weakness of this structure.
- * Explain the causes and effects of Shay's rebellion and how it contributed to

Articles of Confederation
Ratified
Legislative
Executive
Judicial
Inflation
Ordinances
Currency
Regulate

SS05-S3C4-03-Describe the importance of citizens being actively involved in the democratic process.

SS05.S1C1.01-Use the following to interpret historical data:

- a. Timelines-B.C.E. and B.C; C.E. and A.D.
- b. Graphs, tables, charts, and maps

SS05-S5C5-01-Explain how the following are used to purchase goods and services:

- d. Graphs, tables, charts, and maps

the calls for a stronger government.

- * Summarize the principles of the Land Ordinance and the Northwest Ordinance on the U.S. settlers and American Indians.

**Chapter 6
Lesson 2**

Creating the Constitution

S2.C1.PO1-Use timelines to identify the time sequence of historical data

S2.C1.PO3-Use primary source materials and secondary source materials to study people and events from the past.

SS05.S1C1.01-Use the following to interpret historical data:

- a. Timelines-B.C.E. and B.C; C.E. and A.D.
- b. Graphs, tables, charts, and maps

- How was the constitution created and what was the plan for government the Constitution describes?

I will be able to:

- * Explain why the Constitutional Convention was held.
- * Identify the leaders of the Constitutional Convention and their views and the challenges and compromises involved while writing it.
- * Explain how the Constitution divides powers between three branches of government and limits the power of each branch through checks and balances.
- * Differentiate between powers that belongs to the

Delegate
Constitution
Compromise
Preamble
Separation of Powers
Checks and Balances
Veto
Consult
Authority

Week 13
October 29

**Chapter 6
Lesson 3**

The Bill of Rights

SS05-S1C1-04-Locate information using both primary and secondary sources.

SS05-S5C2-02-Describe how competition, markets and prices influence people's behavior.

SS05-S5C2-02-Describe how competition, markets, and prices influence peoples' behavior.

- Why did delegates disagree over the Constitution and how they resolved their differences.

I will be able to:

- * Compare and contrast the views of Federalists and Anti-Federalists.
- * Describe the process that led to the ratification of the Constitution by the States.
- * Explain the relationship between the ratification of the Constitution and the Bill of Rights.
- * Describe how the Bill of Rights provides protections for all American Citizens.

federal government and to the states under the Constitution.

Federalist
Anti-Federalist
Bill of Rights
Proposal
Anarchy
Constitutional Republic
Popular Sovereignty
Sufficient
Announce

Week 14
November 5

**Chapter 6
Lesson 4**

Key Concepts of Constitution

- What was the significance of the Preamble of

I will be able to:

- * Analyze important and clauses of the Constitution

Rule of Law
Domestic Tranquility
Suffrage

SS05-S5C5-01-Explain how the following are used to purchase goods and services:

- a. Cash

SS05-S1C1-04-Locate information using both primary and secondary sources.

SS05.S1C1.01-Use the following to interpret historical data:

- a. Timelines-B.C.E. and B.C; C.E. and A.D.
- b. Graphs, tables, charts, and maps

the Constitution and how can the Constitution be changed?

and how those clauses are important to citizens today.

- * Describe how the Supreme Court serves as a check on the power of the branches of government, and how the other branches check the power of the court.
- * Describe the process of amending the Constitution.
- * Summarize how voting rights have been expanded to include more citizens.

Levy
Commerce

Chapter 7 Lesson 1

The First Presidents

SS05-S3C3-01-Use the following to interpret historical data:

- a. Graphs, tables, charts and maps

SS05-S3C1-02-Recognize the contributions and roles of the following individuals in creating the American government.

- a. John Adams
- b. Alexander Hamilton
- c. Thomas Jefferson
- d. George Washington

- How did George Washington's actions as the first President of the United States served as an example for all the presidents who followed him?

I will be able to:

- * Analyze the role of George Washington in creating the first cabinet and executive branch of the federal government.
- * Compare and contrast the opinions of the Federalist and Democratic-Republican parties regarding issues such as the national bank.
- * Summarize the events of John Adams's election as second president and the event that led to the Alien and Sedition Acts.

Electoral College
Inauguration
Cabinet
Political Party
Propose
Accumulate

Week 15
November 12

Chapter 7
Lesson 2

Jefferson and the Louisiana Purchase

SS05.S1C1.01-Use the following to interpret historical data:

- a. Timelines-B.C.E. and B.C; C.E. and A.D.
- b. Graphs, tables, charts, and maps

SS05-S4C1-01-Interpret information from a variety of maps:

- a. Historical maps

SS05-S4C4-01-Explain why and how boundaries change.

S05-S4C4-02-Explain the effects of human migration on places.

SS05-S1C5-01-Describe the following events of the 19th century presidencies of:
Thomas Jefferson-Louisiana Purchase; explorations of Lewis and Clark.

- How did Jefferson's actions change where and how people in the United States live?

I will be able to:

- * Summarize the causes and effects of the Louisiana Purchase.
- * Describe the role that Daniel Boone, Lewis and Clark, Zebulon Pike, and John C. Fremont played in the westward expansion of the United States.
- * Explain the importance of the Lewis and Clark expedition.

Pioneer
Frontier
Caravan
Interpreter
Crucial
Capable

**Chapter 7
Lesson 3**

The War of 1812

- SS05.S1C1.01**-Use the following to interpret historical data:
- a. Timelines-B.C.E. and B.C; C.E. and A.D.
 - b. Graphs, tables, charts and maps

- SS05.S4C1.01**-Interpret information from a variety of maps:
- c. Historical maps

- SS05.S1C5.01**- Describe the following events of the 19th century presidencies of:
- a. James Madison-War of 1812
 - b. James Monroe- The Monroe Doctrine.
 - c. Andrew Jackson-Nationalism and Sectionalism; Trail of Tears.
 - d. James Polk- Mexican-American War; discovery of gold in California

- How did the War of 1812 help create a sense of national pride for Americans?

I will be able to:

- * Identify the causes of the War of 1812.
- * List key battles and events of the War of 1812.
- * Describe the context in which “The Star-Spangled Banner” was written and the main ideas it expresses.
- * Discuss the effect of the War of 1812, including the impact on how Americans viewed themselves.

Impressment
Nationalism
Anthem
Secede
Eliminate
Construct

Week 16
November 26

**Chapter 7
Lesson 4**

American Indians and the Trail of Tears

- How did Andrew Jackson’s policies shape

I will be able to:

- * Explain the purpose of the Monroe Doctrine.

Monroe Doctrine
Foreign Policy
Trail of Tears

SS05.S1C1.01-Use the following to interpret historical data:

- e. Timelines-B.C.E. and B.C; C.E. and A.D.

SS05-S1C1-04-Locate information using both primary and secondary sources.

SS05-S2C1-04-Locate information using both primary and secondary sources.

the United States and force the thousands of American Indians to leave their homes?

- * Discuss the causes and effects of the Indian Removal Act and the Trail of Tears.

Violate Adapt

**Chapter 7
Lesson 5**

New Arrivals and the Fight for Freedom

SS05-S2C6-02-Explain the impact that revolution has on a society

SS05-S3C4-03-Describe the importance of citizens being actively involved in the democratic process.

SS05.S1C1.01-Use the following to interpret historical data:

- a. Timelines-B.C.E. and B.C; C.E. and A.D.
- b. Graphs, tables, charts, and maps

- How did women and African Americans work to improve American society in the mid-1800s.

I will be able to:

- * Describes the reasons for the influx of immigrants in the early and mid- 1800s.
- * Identify the cotton gin as one reason for the spread of slavery.
- * Discuss how the growth of the country contributed to tensions between the North and the South.
- * Identify major leaders of the abolitionist and women's right movement and the roles they played.

Reform
Famine
Abolition
Advocate
Academy

SS05-S5C5-01-Explain how the following are used to purchase goods and services:

- f. Graphs, tables, charts, and maps

Week 17
December 3

**Chapter 8
Lesson 1**

Inventions, Roads, and Railroads

SS05.S1C1.01-Use the following to interpret historical data:

- a. Timelines-B.C.E. and B.C; C.E. and A.D.
- b. Graphs, tables, charts, and maps

SS05-S4C1-01-Interpret information from a variety of maps:

- a. Historical maps

SS05-S4C4-01-Explain why and how boundaries change.

- How did the new inventions and forms of transportation have costs and benefits?

I will be able to:

- * Identify the major inventions that changed the way people worked in the early to mid-nineteenth century.
- * Describe the improvements to transportation in the nineteenth century.

Profit
Mass production
Canal
Process
Determine

**Chapter 8
Lesson 2**

Independence for Texas and California

SS05-S2C6-02-Explain the impact that revolution has on a society

SS05.S1C1.01-Use the following to interpret historical data:

- a. Timelines-B.C.E. and B.C; C.E. and A.D.
- b. Graphs, tables, charts, and maps

SS05-S2C6-02-Explain the impact that revolution has on a society

- How did achieving independence and statehood have costs and benefits for Texas and California?

- * Describe why Americans settled in Texas and analyze the conflicts that led to the Mexican War.
- * Identify and explain the concept of Manifest Destiny. Explain the causes and effects of declaring California.

Vaquero
Annex
Manifest Destiny
Defend
Declare



Week 18
December 10

**Chapter 8
Lesson 3**

Trails to the West

S4.C1.PO2-Describe how physical and human characteristics of places change from past to present

S2.C1.PO3-Use primary source materials and secondary source

- How did the traveling on the westward trails have costs and benefits?

I will be able to:

- * Identify the economic and social reasons that led settlers to risk moving west.
- * Identify important individuals and their contributions to westward expansion.

Wagon Train
Prairie Schooner
Persecution
Challenge
Enable

materials to study people and events from the past.

S4.C4.PO2-Describe changes over time in communication networks.

Week 19
December 17

**Chapter 8
Lesson 4**

The California Gold Rush

S4.C1.PO2-Describe how physical and human characteristics of places change from past to present

S2.C1.PO3-Use primary source materials and secondary source materials to study people and events from the past.

S4.C4.PO2-Describe changes over time in communication networks.

- How did the California gold rush have costs and benefits?

- * Analyze the causes and effects of the California gold rush.
- * Describe events that made California a State.

Gold Rush
Entrepreneur
Discrimination
Pony Express
Method
Innovation

Third Quarter

Week 20
January 8

Chapter 9 Lesson 1

Struggle Over Slavery

S4.C1.PO2-Describe how physical and human characteristics of places change from past to present

S2.C1.PO3-Use primary source materials and secondary source materials to study people and events from the past.

S4.C4.PO2-Describe changes over time in communication networks.

- What were the causes of the Civil War.

I will be able to:

- * Understand the economic, political, and geographic differences between the North and the South in the years before the war.
- * Summarize different perspectives on both slavery in the western territories and states' rights.
- * Describe the efforts that were made to keep the country from dividing.
- * Explain the events that led to the Civil War.

Plantation
Union
States' Rights
Compromise
Underground Railroad
Abolitionist
Secession
Confederacy
Obtain
According

Chapter 9 Lesson 2

The War Begins

S4.C1.PO2-Describe how physical and human characteristics of places change from past to present

S2.C1.PO3-Use primary source materials and secondary source materials to study people and events from the past.

- What were the strategies and key battles in the first years of the Civil War?

I will be able to:

- * Understand how the Civil War started.
- * Compare the political and military strategies of the North and the South.
- * Describe the similarities and differences between Abraham Lincoln and Jefferson Davis.
- * Assess the strengths and weaknesses of the North and the South.

Enlist
Blockade
Overwhelm
Horrific

S4.C4.PO2-Describe changes over time in communication networks.

- * Understand the importance of new technologies to the way the war was fought and to its outcome.
- * Describe the significant battles in the first years of the war.

Week 21
January 14

Chapter 9 Lesson 3

Life During the Civil War

SS05.S1C1.01-Use the following to interpret historical data:

- Timelines-B.C.E. and B.C; C.E. and A.D.
- Graphs, tables, charts and maps

SS05.S1C5.01-Describe the following events of 19th Century presidencies of:

- Andrew Jackson-Nationalism and Sectionalism; Trail of Tears

SS05.S1C6.01-Describe factors leading to the Civil War:

- Sectionalism between North and South
- Westward expansion

- What was the importance of the Emancipation Proclamation and the roles of different groups in the Civil War?

I will be able to:

- * Explain the importance of the Emancipation Proclamation and its impact on American life.
- * Describe the roles of women, African Americans, and American Indians in the war.
- * Understand the hardships soldiers faced.
- * Understand the hardships on the home front.
- * Describe women's contributions to the war effort.
- * Explain the impact of letters, newspapers, and photographs that brought the battlefield to the home front.

Proclamation
Emancipation
Juneteenth
Prove
Exhibit

**Chapter 9
Lesson 4**

The War Ends

- SS05.S1C1.01**-Use the following to interpret historical data:
- c. Timelines-B.C.E. and B.C; C.E. and A.D.
 - d. Graphs, tables, charts and maps

- SS05.S1C5.01**-Describe the following events of 19th Century presidencies of:
- b. Andrew Jackson-Nationalism and Sectionalism; Trail of Tears

- SS05.S1C6.01**-Describe factors leading to the Civil War:
- d. Sectionalism between North and South
 - e. Westward expansion

- Which people, battles and events led to the end of the Civil War?

I will be able to:

- * List the significance battles and the turning point leading to the war's end.
- * Compare the leaders of the two armies.
- * Understand the reaction to the war's end.
- * Explain the human and know how Abraham Lincoln died.

Siege
Total war
Assassinate
Style
Strategy

Week 22
January 22

**Chapter 9
Lesson 5**

Reconstruction

- What were the different plans

I will be able to:

Reconstruction
Amendment

SS05.S1C1.01-Use the following to interpret historical data:

- Timelines-B.C.E. and B.C; C.E. and A.D.
- Graphs, tables, charts and maps

SS05.S5C1.04-Interpret how trade promoted economic growth throughout U.S. history.

SS05.S4C1.01-Describe how manufacturing, textile, transportation improvements, and other innovations of the Industrial Revolution contributed to U.S. growth and expansion.

for Reconstruction and the effects of new amendments to the Constitution?

- * Understand the effects of Abraham Lincoln’s assassination on the course of Reconstruction.
- * Compare and contrast the different aims and plans toward Reconstruction held by Congress and Presidents Lincoln and Johnson.
- * Explain the difficulty of rebuilding the South.
- * Describe the provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.
- * Understand the impact on racial relations in the United States made by Reconstruction.
- * Relate what happened after Reconstruction.

Impeachment
Carpetbaggers
Segregation
Black Codes
Sharecropping
Enforce
Create

**Chapter 10
Lesson 1**

Railroads, Miners and Ranchers

SS05.S1C1.01-Use the following to interpret historical data:

- Timelines-B.C.E. and B.C; C.E. and A.D.
- Graphs, tables, charts and maps

SS05.S4C1.01-Interpret information from a variety of maps:

- Historical maps

- How did the expansions of the railroads change American life?

I will be able to:

- * Identify and explain how geographic factors, government policies, and belief in Manifest Destiny encouraged expansion and new economic activities in the West.
- * Identify how the creation of the transcontinental railroad system modified the environment, used human resources, and

Pioneer
Manifest Destiny
Transcontinental Railroad
Gold Rush
Cattle Drive
Fiercely
Distribute

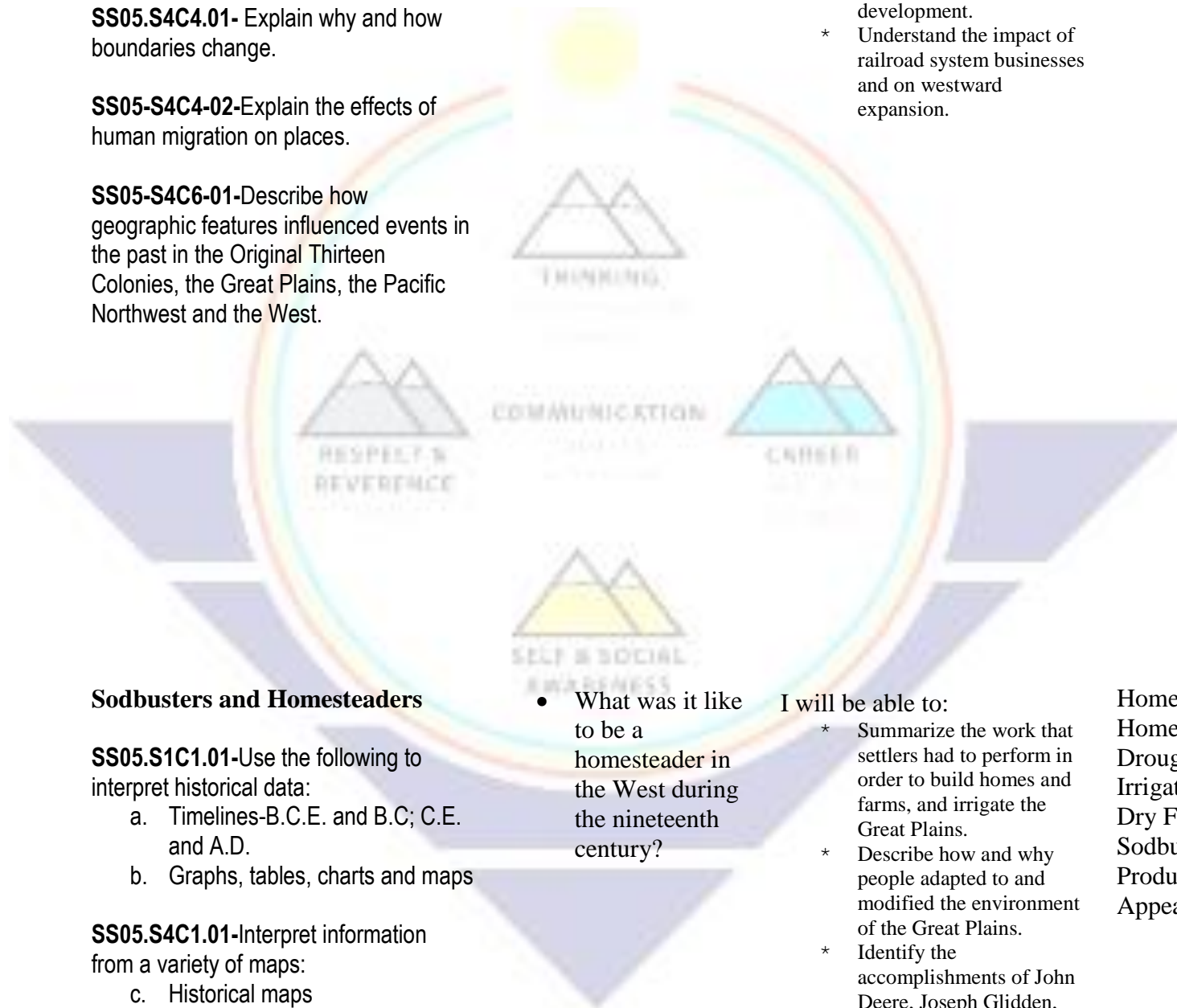
SS05.S4C4.01- Explain why and how boundaries change.

SS05-S4C4-02- Explain the effects of human migration on places.

SS05-S4C6-01- Describe how geographic features influenced events in the past in the Original Thirteen Colonies, the Great Plains, the Pacific Northwest and the West.

advanced U.S. economic development.

- * Understand the impact of railroad system businesses and on westward expansion.



Week 23
January 28

**Chapter 10
Lesson 2**

Sodbusters and Homesteaders

- SS05.S1C1.01-** Use the following to interpret historical data:
- Timelines-B.C.E. and B.C; C.E. and A.D.
 - Graphs, tables, charts and maps

- SS05.S4C1.01-** Interpret information from a variety of maps:
- Historical maps

- What was it like to be a homesteader in the West during the nineteenth century?

I will be able to:

- * Summarize the work that settlers had to perform in order to build homes and farms, and irrigate the Great Plains.
- * Describe how and why people adapted to and modified the environment of the Great Plains.
- * Identify the accomplishments of John Deere, Joseph Glidden,

Homestead Act
Homesteader
Drought
Irrigation
Dry Farming
Sodbuster
Productive
Appeal

SS05.S4C4.01- Explain why and how boundaries change.

SS05-S4C4-02- Explain the effects of human migration on places.

SS05-S4C6-01- Describe how geographic features influenced events in the past in the Original Thirteen Colonies, the Great Plains, the Pacific Northwest and the West.

Cyrus McCormick, and James Oliver.

- * Understand that the creation of new states in the West led to the disappearance of the United States frontier.

Chapter 10 Lesson 3

American Indians Struggle to Survive

SS05.S1C1.01- Use the following to interpret historical data:

- Timelines-B.C.E. and B.C; C.E. and A.D.
- Graphs, tables, charts and maps

SS05.S4C6.01- Describe how geographic features influenced events in the past in the Original Thirteen Colonies, the Great Plains, the Pacific Northwest and the west.

SS05-S4C4-02- Explain the effects of human migration on places.

- Why were there conflicts between settlers and American Indians in the West?

I will be able to:

- * Describe how American Indians adapted to the environment of the Great Plains.
- * Identify the challenges American Indians faced because of settlers.
- * Analyze the effect of the Indian Removal Act on American Indians.
- * Describe the reservation system and life within it.
- * Summarize the contributions of American Indian leaders in the late nineteenth century.

Tepee
Reservation
Exchange
Stage

Week 24
February 4

Chapter 10
Lesson 4

Expanding Overseas

SS05.S1C5.01- Describe the following events of the 19th century presidencies of:

- a. Thomas Jefferson- Louisiana Purchase; exploration of Lewis and Clark
- b. James Madison- War of 1812
- c. James Monroe- The Monroe Doctrine
- d. Andrew Jackson- Nationalism and Sectionalism; Trail of Tears
- e. James Polk- Mexican American War; discovery of gold in California

SS05.S1C1.01-Use the following to interpret historical data:

- a. Timelines-B.C.E. and B.C; C.E. and A.D.
- b. Graphs, tables, charts and maps

- When did the United States become a major world power?

I will be able to:

- * Understand that by the early twentieth century, the United States had become a major economic power in the world.
- * Describe the importance of the Monroe Doctrine and identify the causes and effects of the Spanish-American War.
- * Explain the impact of American ideas about progress and equality of opportunity on the expansion of trade worldwide and the construction of the Panama Canal.
- * Identify different points of view about Hawaii and Alaska as they became parts of the United States.

Raw Material
Monroe Doctrine
Yellow Journalism
Isthmus
Annex
Interfere
Imply

**Chapter 11
Lesson 1**

Inventors and Inventions

SS05.S5C2.07-Explain the function of government in providing certain goods and services through taxation.

SS05-S2C6-02-Explain the impact that revolution has on a society

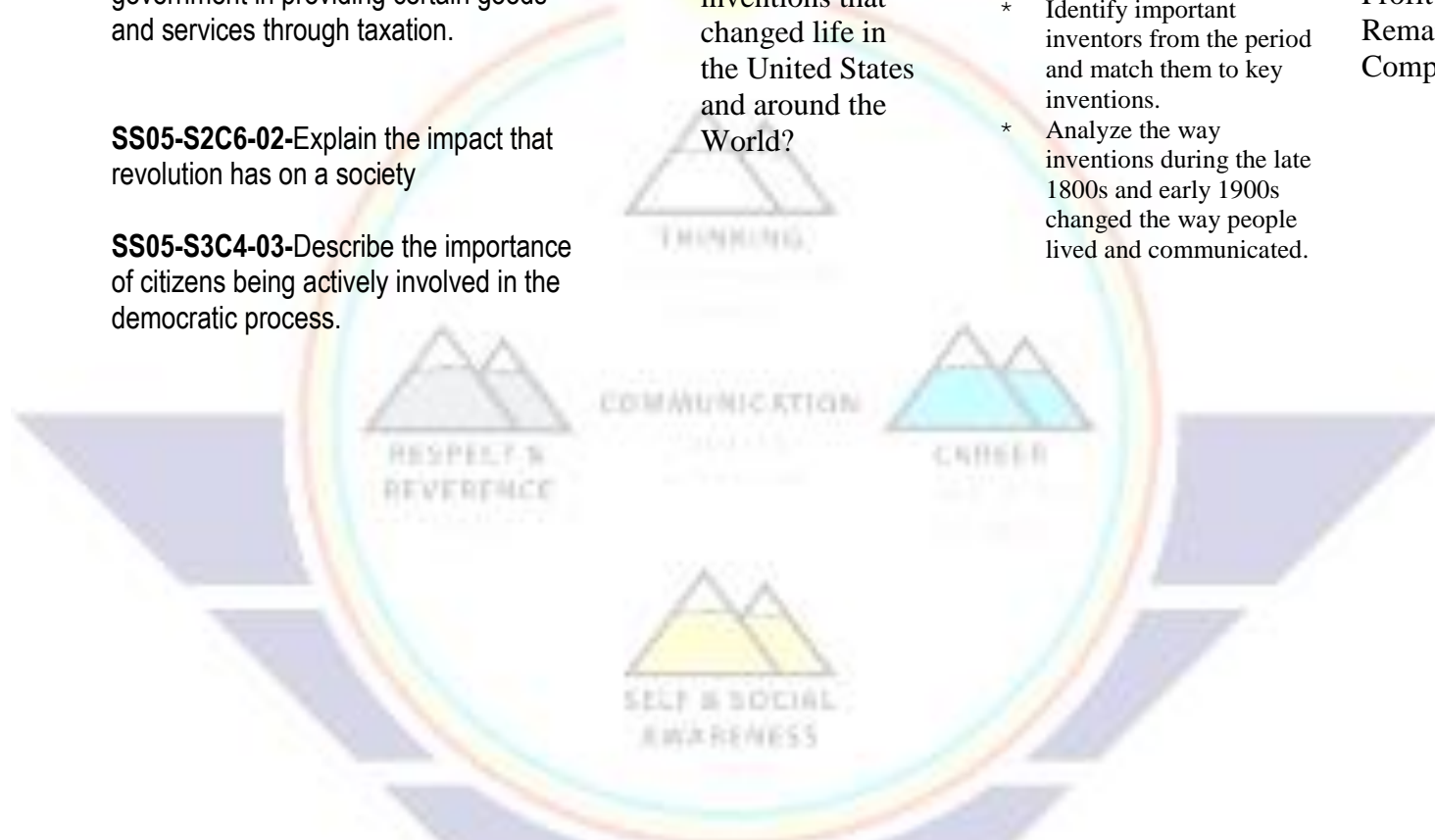
SS05-S3C4-03-Describe the importance of citizens being actively involved in the democratic process.

- How did Americans develop new inventions that changed life in the United States and around the World?

I will be able to:

- * Recognize that the United States was becoming a society of consumers.
- * Identify important inventors from the period and match them to key inventions.
- * Analyze the way inventions during the late 1800s and early 1900s changed the way people lived and communicated.

Consumer
Telegraph
Investor
Profit
Remain
Competitor



Week 25
February 11

**Chapter 11
Lesson 2**

The Impact of Big Business

SS05.S5C2.07-Explain the function of government in providing certain goods and services through taxation.

- How did the growth of big business have a great impact on life in the United States?

I will be able to:

- * Explain how individuals and businesses made decisions about taking risks based upon a hope for profit.
- * Describe how the growth of big businesses, such as steel, oil and railroads, had

Urbanization
Free Enterprise System
Entrepreneur
Corporation
Stock
Assembly Line
Refinery
Monopoly

SS05-S2C6-02-Explain the impact that revolution has on a society

SS05-S3C4-03-Describe the importance of citizens being actively involved in the democratic process.

an impact on increased urbanization.

- * Describe the development of the free enterprise system in the United States.
- * Evaluate the effects of supply and demand on business and industry.

Abundant
Official

**Chapter 11
Lesson 3**

Immigration

SS05.S2C6.01-Explain the rationale and characteristics of rebellion

SS05-S2C6-02-Explain the impact that revolution has on a society

SS05-S3C4-03-Describe the importance of citizens being actively involved in the democratic process.

SS05.S1C1.01-Use the following to interpret historical data:

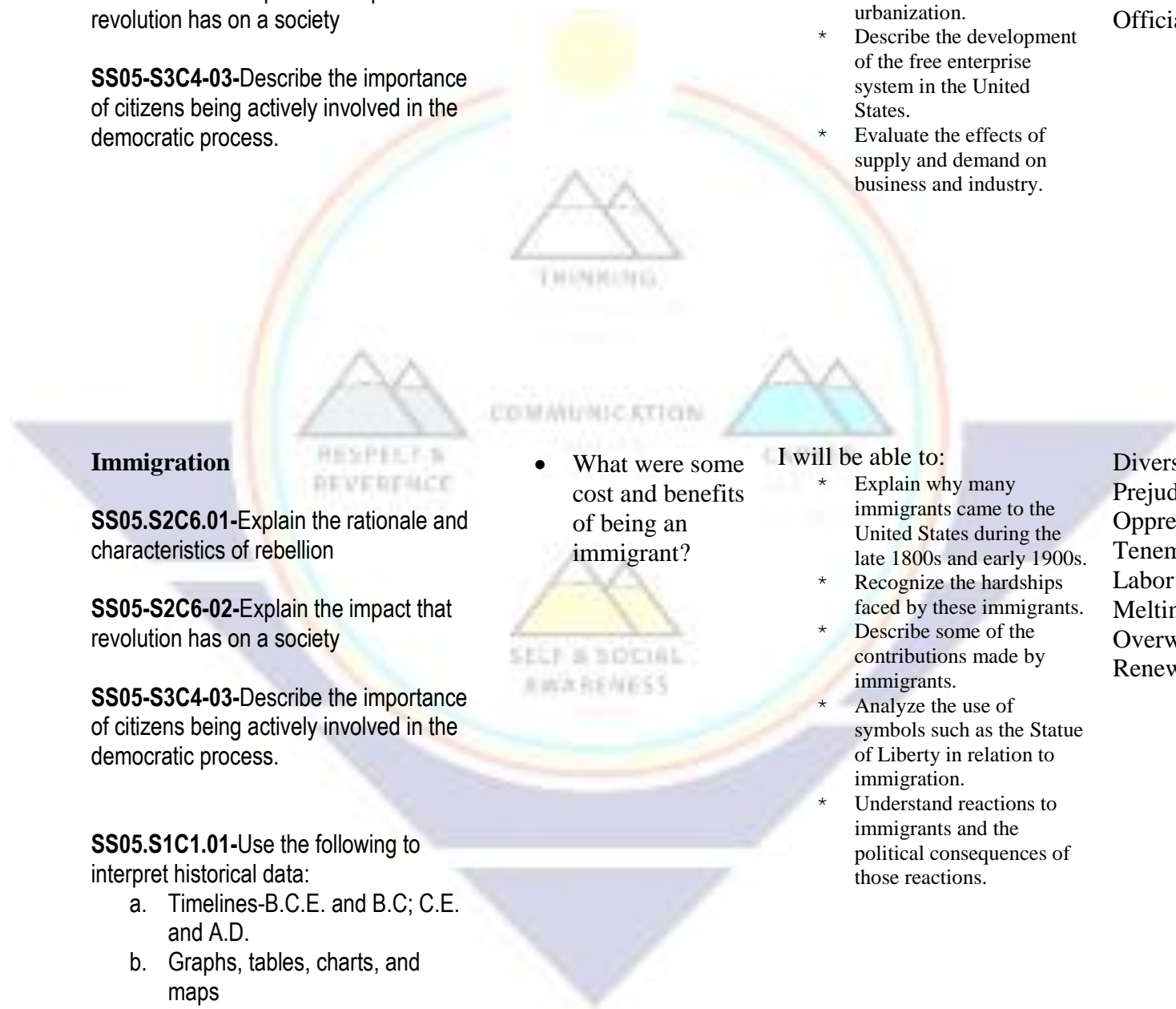
- Timelines-B.C.E. and B.C; C.E. and A.D.
- Graphs, tables, charts, and maps

- What were some cost and benefits of being an immigrant?

I will be able to:

- * Explain why many immigrants came to the United States during the late 1800s and early 1900s.
- * Recognize the hardships faced by these immigrants.
- * Describe some of the contributions made by immigrants.
- * Analyze the use of symbols such as the Statue of Liberty in relation to immigration.
- * Understand reactions to immigrants and the political consequences of those reactions.

Diversity
Prejudice
Oppression
Tenement
Labor Union
Melting Pot
Overwhelming
Renew



Week 26
February 19

Chapter 12
Lesson 1

The Progressive Era

SS05.S2C6.01-Explain the rationale and characteristics of rebellion

SS05-S2C6-02-Explain the impact that revolution has on a society

SS05-S3C4-03-Describe the importance of citizens being actively involved in the democratic process.

SS05.S1C1.01-Use the following to interpret historical data:
a. Timelines-B.C.E. and B.C; C.E. and A.D.
b. Graphs, tables, charts, and maps

- What changes in the American economy led to problems that Progressives tried to solve?

I will be able to:

- * Describe living and working conditions in the new industrial economy, including child labor, unsafe workplaces, and overcrowding in large cities.
- * Summarize the rise of the labor movement as a response to difficulties faced by American workers.
- * Define the Progressive Movement and list some of its goals and leaders, including Theodore Roosevelt and Jane Addams.
- * List achievements accomplished by Progressive Era Leaders.
- * Describe efforts made by Progressive Era leaders in the areas of education, mental health, conservation, and the development of the national park system.

Trust
Strike
Strikebreaker
Boycott
Progressive
Muckraker
Conservation
Challenge
Process

Chapter 12
Lesson 2

Unequal opportunities for African Americans

- Why was it necessary to change the unfair

I will be able to:

- * Recognize the effects of Jim Crow laws in the South and the spread of

Civil Rights
Great Migration
Motivation

SS05.S2C6.01-Explain the rationale and characteristics of rebellion

SS05-S2C6-02-Explain the impact that revolution has on a society

SS05-S3C4-03-Describe the importance of citizens being actively involved in the democratic process.

SS05.S1C1.01-Use the following to interpret historical data:
a. Timelines-B.C.E. and B.C; C.E. and A.D.
b. Graphs, tables, charts, and maps

treatment of African Americans?

segregation to other parts of the country.

- * Identify ways segregation limited opportunities for African Americans.
- * Summarize the reasons behind the Great Migration and the experiences of African Americans who moved North.
- * Identify leaders of the movement for civil rights for African Americans, including Booker T. Washington, W.E.B. Du Bois, Mary McLeod Bethune, and Ida Wells-Barnett.

Advocate



Week 27
February 25

**Chapter 12
Lesson 3**

The Fight for Women’s Rights

SS05.S1C1.01-Use the following to interpret historical data:
a. Timelines-B.C.E. and B.C; C.E. and A.D.
b. Graphs, tables, charts and maps

SS05.S4C1.01-Interpret information from a variety of maps:
c. Historical maps

- Why did many people work to gain equal rights, including voting rights for women.

I will be able to:

- * Describe the role of women in the changing social and economic conditions of the United States during this period (emerging roles of women in the modern era).
- * Summarize key events in the women’s rights movement in the late nineteenth and early twentieth centuries.

Temperance
Suffrage
Suffragist
Announce
Propose

SS05.S4C4.01- Explain why and how boundaries change.

SS05-S4C4-02- Explain the effects of human migration on places.

* Identify leaders of the women's movement of the late nineteenth and early twentieth centuries, including Susan B. Anthony, Elizabeth Cady Stanton, and Jeanette Rankin.

* Recognize the importance of the passage of the Nineteenth Amendment.

**Chapter 13
Lesson 1**

World War I

S4.C1.PO2- Describe how physical and human characteristics of places change from past to present

S2.C1.PO1- Use timelines to identify the time sequence of historical data

S2.C1.PO3- Use primary source materials and secondary source materials to study people and events from the past.

SS05.S1C1.01- Use the following to interpret historical data:

- a. Timelines-B.C.E. and B.C; C.E. and A.D.
- b. Graphs, tables, charts, and maps

- What were the causes and effects of World War I?

I will be able to:

* Summarize the fierce rivalries and strong feelings of nationalism that had developed in Europe by 1914.

* Draw conclusions about how new technologies contributed to the deadliness of war.

* Describe the ways that the war affected the lives of people on the home front, particularly women and African Americans.

* Describe how Americans were conflicted about whether they wanted to be isolated from the rest of the world.

* Explain how the Treaty of Versailles ended the war, created the League of Nations, and made Germany pay heavy fines.

Alliance
Allied Powers
Central Powers
Imperialism
Militarism
Nationalism
Isolationism
Scarcity
Declaration
Honor

Week 28
March 4

Chapter 13
Lesson 2

The Roaring Twenties

S4.C1.PO2-Describe how physical and human characteristics of places change from past to present

S2.C1.PO1-Use timelines to identify the time sequence of historical data

S2.C1.PO3-Use primary source materials and secondary source materials to study people and events from the past.

SS05.S1C1.01-Use the following to interpret historical data:
c. Timelines-B.C.E. and B.C; C.E. and A.D.
d. Graphs, tables, charts, and maps

- How was the 1920s a time of progress and plenty from some, but of hardship for others?

I will be able to:

- * Describe the impact of new consumer products and technologies during the 1920s.
- * Explain the achievements of important individuals during the 1920s.
- * Describe how African American culture flourished during the Jazz Age and Harlem Renaissance.
- * Explain that reformers passed a ban on the sale of alcohol that was later reversed.
- * Draw conclusions about how some Americans were left out of prosperity.

Consumer
Mass Production
Mass Consumption
Jazz Age
Great Migration
Migrant Worker
Root
Prevent

Fourth Quarter

Week 29
March 18

Chapter 13
Lesson 3

The Great Depression

S4.C1.PO2-Describe how physical and human characteristics of places change from past to present

- What were the different ways in which Americans responded to the hardships of the

I will be able to:

- * Identify the effects of the economic crisis and stock market crash of October 1929.
- * Explain how Americans coped with poverty,

Great Depression
Unemployment
Stock Market
Credit
Tariff
Dust Bowl

S2.C1.PO1-Use timelines to identify the time sequence of historical data

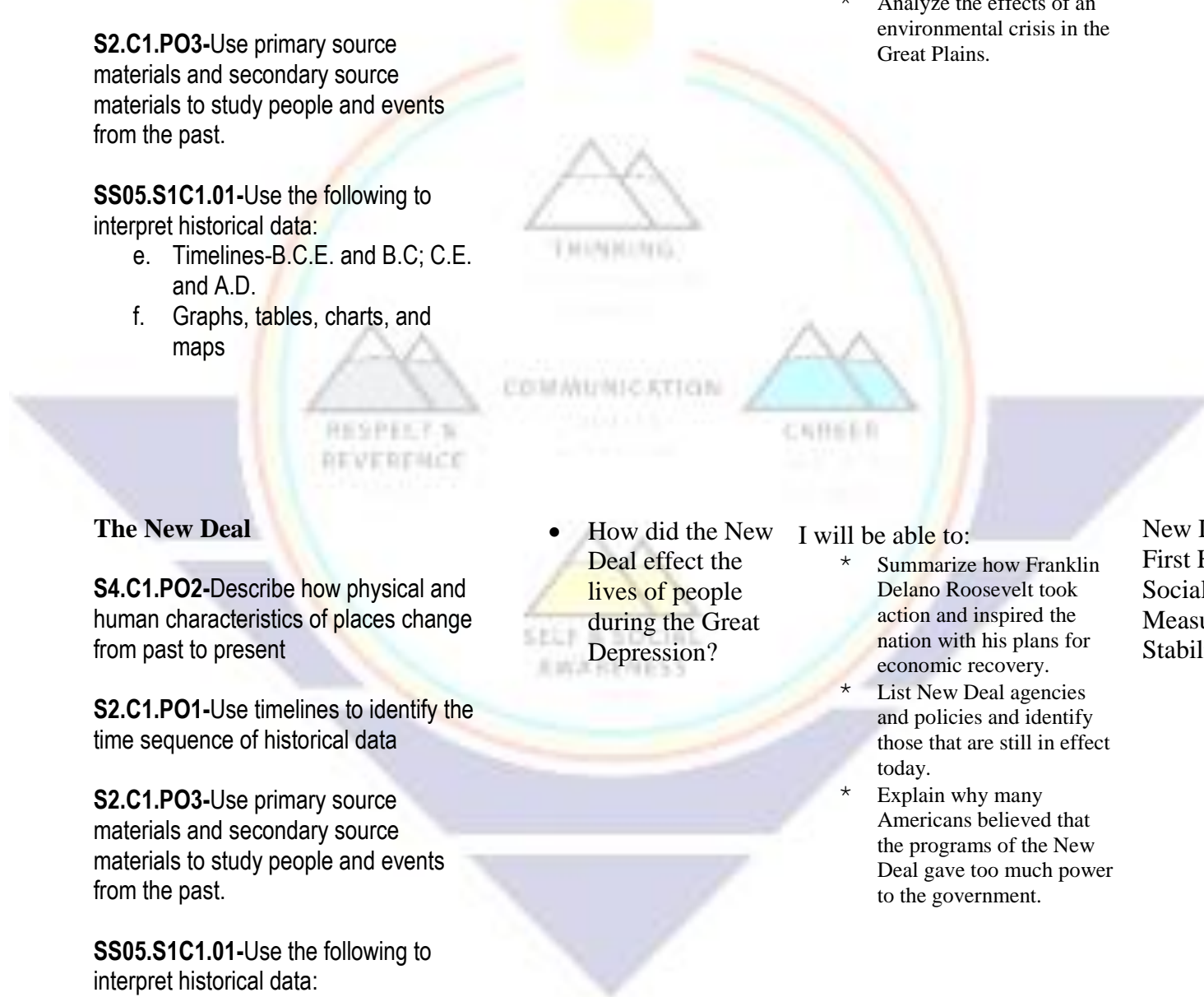
S2.C1.PO3-Use primary source materials and secondary source materials to study people and events from the past.

SS05.S1C1.01-Use the following to interpret historical data:
e. Timelines-B.C.E. and B.C; C.E. and A.D.
f. Graphs, tables, charts, and maps

Great Depression?

hunger, and homelessness during the 1930s.
* Analyze the effects of an environmental crisis in the Great Plains.

Test
Expand



**Chapter 13
Lesson 4**

The New Deal

S4.C1.PO2-Describe how physical and human characteristics of places change from past to present

S2.C1.PO1-Use timelines to identify the time sequence of historical data

S2.C1.PO3-Use primary source materials and secondary source materials to study people and events from the past.

SS05.S1C1.01-Use the following to interpret historical data:

- How did the New Deal effect the lives of people during the Great Depression?

I will be able to:

- * Summarize how Franklin Delano Roosevelt took action and inspired the nation with his plans for economic recovery.
- * List New Deal agencies and policies and identify those that are still in effect today.
- * Explain why many Americans believed that the programs of the New Deal gave too much power to the government.

New Deal
First Hundred Days
Social Security
Measure
Stability

- g. Timelines-B.C.E. and B.C; C.E. and A.D.
- h. Graphs, tables, charts, and maps

Week 30
March 25

Chapter 14
Lesson 1

World War II

- SS05.S1C1.01**-Use the following to interpret historical data:
- a. Timelines-B.C.E. and B.C; C.E. and A.D.
 - b. Graphs, tables, charts and maps

- SS05.S4C1.01**-Interpret information from a variety of maps:
- c. Historical maps

SS05.S4C4.01- Explain why and how boundaries change.

SS05-S2C6-02-Explain the impact that revolution has on a society

- What events led to World War II?

I will be able to:

- * Analyze causes of World War II, including the rise of dictators Adolf Hitler and Benito Mussolini.
- * Identify Allied countries and Axis powers that were involved in events of World War II.
- * Identify the sequence of events that led to United States involvement in World War II.
- * Draw conclusions about the major causes and effects of Japan's expansion, including its attack on Pearl Harbor.
- * Describe the effects of Germany's expansion, including its attack on the Soviet Union.

Dictator
Fascism
Axis
Allies
Lend-Leases Act
Declare
Draw

**Chapter 14
Lesson 3**

World War II at Home

SS05.S1C1.01-Use the following to interpret historical data:
d. Timelines-B.C.E. and B.C; C.E. and A.D.
e. Graphs, tables, charts and maps

SS05.S4C1.01-Interpret information from a variety of maps:
f. Historical maps

SS05.S4C4.01- Explain why and how boundaries change.

SS05-S2C6-02-Explain the impact that revolution has on a society

- How did Americans at home during World War II pay and important role in the war effort.

I will be able to:

- * Identify cultural changes on the American home front during World War II, including scarcity and rationing.
- * Understand the work opportunities and social challenges faced by many African Americans during World War II.
- * Describe new work opportunities for women in wartime industries and skilled professions.
- * Analyze the experience of Japanese Americans who were confined in internment camps after Pearl Harbor.

Rationing
War Bond
Internment Camp
Order
Defend

Week 31
April 1

**Chapter 14
Lesson 3**

World War II in Europe

SS05.S1C1.01-Use the following to interpret historical data:
g. Timelines-B.C.E. and B.C; C.E. and A.D.
h. Graphs, tables, charts and maps

- What sacrifices did the American military make in the fight to free Europe?

I will be able to:

- * What sacrifices did the American military make in the fight to free Europe?
- * Identify key developments in American military technology, aviation, weaponry, and communication during World War II.

Radar
Code Talker
D-Day
V-E- Day
Revealing
Target

SS05.S4C1.01-Interpret information from a variety of maps:
i. Historical maps

SS05.S4C4.01- Explain why and how boundaries change.

SS05-S2C6-02-Explain the impact that revolution has on a society

- * Understand the sequence of key events in the battle for Europe and North Africa.
- * Identify the dangers faced by American and other Allied forces during the Normandy Invasion.
- * Summarize the American and Allied tactics that led to the end of the war in Europe.

**Chapter 14
Lesson 4**

The Holocaust

SS05.S1C1.01-Use the following to interpret historical data:
j. Timelines-B.C.E. and B.C; C.E. and A.D.
k. Graphs, tables, charts and maps

SS05.S4C1.01-Interpret information from a variety of maps:
i. Historical maps

SS05.S4C4.01- Explain why and how boundaries change.

SS05-S2C6-02-Explain the impact that revolution has on a society

• Why did the Nazis kill millions of Jews and other people in the Holocaust?

I will be able to:

- * Analyze the Nazi practice of genocide against Jews and other people during the Holocaust.
- * Draw conclusions about the role of Adolf Hitler and the German policies that led to the Holocaust.
- * Describe the Nazi use of Jewish ghettos, concentration camps, and death camps and the civilian casualties they caused.
- * Explain the attitudes and practices by which some people attempted to resist the Nazi persecution of Jews.
- * Summarize the military events leading to the Allied

Concentration Camp
Genocide
Holocaust
Anti-Semitism
Ghetto
Evidence
Purpose

Week 32
April 8

Chapter 14
Lesson 5

World War II in the Pacific

SS05.S1C1.01-Use the following to interpret historical data:

- m. Timelines-B.C.E. and B.C; C.E. and A.D.
- n. Graphs, tables, charts and maps

SS05.S4C1.01-Interpret information from a variety of maps:

- o. Historical maps

SS05.S4C4.01- Explain why and how boundaries change.

SS05-S2C6-02-Explain the impact that revolution has on a society

- How did Allies win the war in the Pacific?

- * liberation of surviving Jews in Europe.
- * Identify countries in which surviving Jews resettled after the war.

- * Describe the Pacific as a second major battle front of World War II in which Allied forces fought against Japan.
- * Identify key battles in the Pacific.
- * Analyze the decisions of U.S. President Truman to use the atomic bomb against Japan.
- * Draw conclusions about the global human and economic costs of World War II.
- * Identify the changes to the borders of Germany and the Soviet Union at the end of the war.

Island Hopping
Atomic Bomb
Result
Determine

**Chapter 15
Lesson 1**

A Divided War

- SS05.S1C1.01**-Use the following to interpret historical data:
- p. Timelines-B.C.E. and B.C; C.E. and A.D.
 - q. Graphs, tables, charts and maps

- SS05.S4C1.01**-Interpret information from a variety of maps:
- r. Historical maps

- SS05.S4C4.01**- Explain why and how boundaries change.

- SS05-S2C6-02**-Explain the impact that revolution has on a society

- How did the United States take responsibility for helping other countries after World War II?

I will be able to:

- * Explain how Europe began to recover from the destruction of World War II with the help of the United States and the Marshall Plan.
- * Understand that the UN was created after World War II to promote global peace and cooperation.
- * Define the term Iron Curtain and how it applied to the division of Europe after World War II, and explain the reasons for the building of the Berlin Wall and the Berlin Airlift.
- * Understand that the formation of NATO was a direct response to the Soviet threat of spreading communism.
- * Explain how the Soviet Union and the United States arose as superpowers.

Refuge
Communism
Capitalism
Iron Curtain
Cold War
Propaganda
Ongoing
Promote

Week 33
April 15

**Chapter 15
Lesson 2**

The Superpowers Compete

- What was the one goal of the

I will be able to:

McCarthyism
Arms Race

SS05.S1C1.01-Use the following to interpret historical data:
 s. Timelines-B.C.E. and B.C; C.E. and A.D.
 t. Graphs, tables, charts and maps

SS05.S4C1.01-Interpret information from a variety of maps:
 u. Historical maps

SS05.S4C4.01- Explain why and how boundaries change.

SS05-S2C6-02-Explain the impact that revolution has on a society

superpowers during the Cold War?

- * Understand how the fear of communism in the United States led to McCarthyism and the Red Scare.
- * Define the arms race and its impact on American citizens.
- * Understand the causes and effects of the Cuban Missile Crisis.
- * List the major events in the space race.

Cuban Missile Crisis
Nuclear Tense



Week 34
April 22

**Chapter 15
Lesson 3**

Cold War Conflicts

SS05.S1C1.01-Use the following to interpret historical data:
 a. Timelines-B.C.E. and B.C; C.E. and A.D.
 b. Graphs, tables, charts and maps

SS05.S4C1.01-Interpret information from a variety of maps:
 c. Historical maps

- Why did the United States feel a responsibility to fight against the spread of communism?

I will be able to:

- * Trace world events as countries aligned themselves with China and the Soviet Union.
- * Identify the causes and effects of the Korean War and how the United States extricated itself from this war.
- * Identify the causes and effects of the Vietnam War.

Proxy War
Korean War
Guerrilla
Vietnam War
Tet Offensive
Crucial
Widespread

SS05.S4C4.01- Explain why and how boundaries change.

* Explain why many Americans protested the Vietnam War.

**Chapter 15
Lesson 4**

The End of the Cold War

SS05.S1C1.01-Use the following to interpret historical data:
a. Timelines-B.C.E. and B.C; C.E. and A.D.
b. Graphs, tables, charts and maps

SS05.S4C1.01-Interpret information from a variety of maps:
c. Historical maps

SS05.S4C4.01- Explain why and how boundaries change.

SS05-S4C4-02-Explain the effects of human migration on places.

SS05-S4C4-01-Explain why and how boundaries change.

• How did American leaders work to try to end the Cold War?

I will be able to:

- * Explain how world leaders took steps to limit the production and use of nuclear weapons.
- * Describe how diplomacy between the United States and China and the United States and the Soviet Union began to ease Cold War tensions.
- * Explain how tension flared again over the Soviet invasion of Afghanistan.
- * Identify how the policies of Reagan and Gorbachev helped to bring about the end of the Cold War.
- * Explain the events that led up to the fall of the Berlin Wall.
- * Recognize how events in the Soviet Union led to its break up and the end of communism in Europe.

Arms Control
Embargo
Diplomacy
Collapse
Cease

Week 35
April 29

Chapter 16
Lesson 1

Postwar America

SS05-S4C4-01-Explain why and how boundaries change.

SS05-S1C1-04-Locate information using both primary and secondary sources.

SS05.S2C6.01-Explain the rationale and characteristics of rebellion

SS05-S2C6-02-Explain the impact that revolution has on a society

SS05.S1C1.01-Use the following to interpret historical data:
d. Timelines-B.C.E. and B.C; C.E. and A.D.
e. Graphs, tables, charts and maps

SS05.S4C1.01-Interpret information from a variety of maps:
f. Historical maps

- How did America change after World War II?

I will be able to:

- * Identify features of 1950s culture, including soldiers coming home, the American Dream, and the “ideal family.”
- * Describe how television influenced culture.
- * Explain how the car led to the growth of suburbs.
- * Explain changes in the workplace.
- * Describe how music, movies, literature, and art emerged on the cultural scene.
- * Learn how the “baby boom” affected the population.
- * Identify new technologies that provided convenience and comfort to Americans.

Veteran
Baby Boom
Credit Card
G.I. Bill of Rights
Suburb
Benefit
Decade

**Chapter 16
Lesson 2**

Civil Rights

SS05-S4C4-01-Explain why and how boundaries change.

SS05-S1C1-04-Locate information using both primary and secondary sources.

SS05.S2C6.01-Explain the rationale and characteristics of rebellion

SS05-S2C6-02-Explain the impact that revolution has on a society

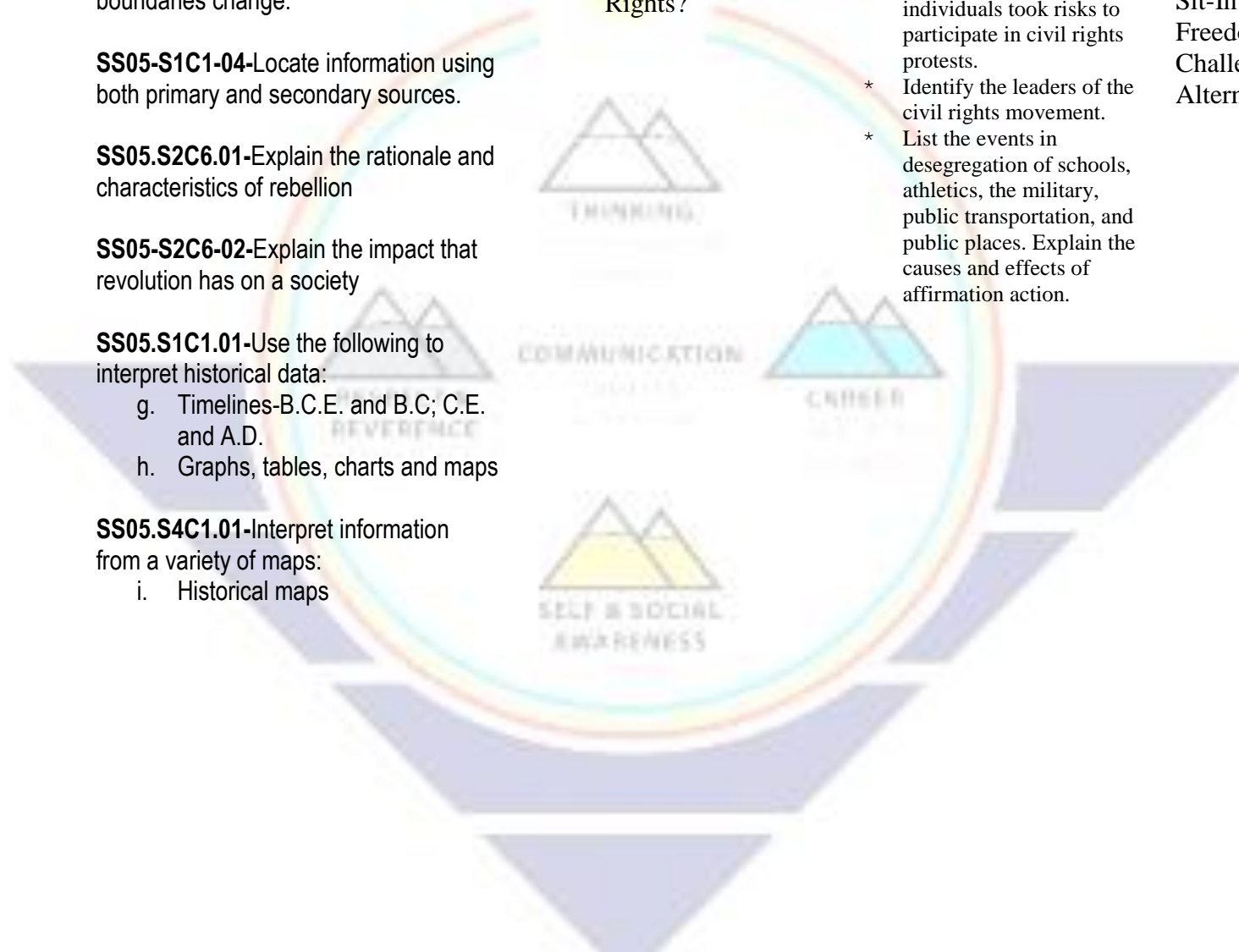
SS05.S1C1.01-Use the following to interpret historical data:
g. Timelines-B.C.E. and B.C; C.E. and A.D.
h. Graphs, tables, charts and maps

SS05.S4C1.01-Interpret information from a variety of maps:
i. Historical maps

- How did African Americans struggle for Civil Rights?

- * Identify policy decisions that affected African Americans' civil rights.
- * Explain the reasons that individuals took risks to participate in civil rights protests.
- * Identify the leaders of the civil rights movement.
- * List the events in desegregation of schools, athletics, the military, public transportation, and public places. Explain the causes and effects of affirmation action.

Civil Rights
Discrimination
Integration
Sit-In
Freedom Ride
Challenge
Alternative



Week 36
May 6

**Chapter 16
Lesson 3**

From the Great Society to Reagan

- How did Americans make

I will be able to:

The Great Society
Minority Group

SS05-S4C4-01-Explain why and how boundaries change.

SS05-S1C1-04-Locate information using both primary and secondary sources.

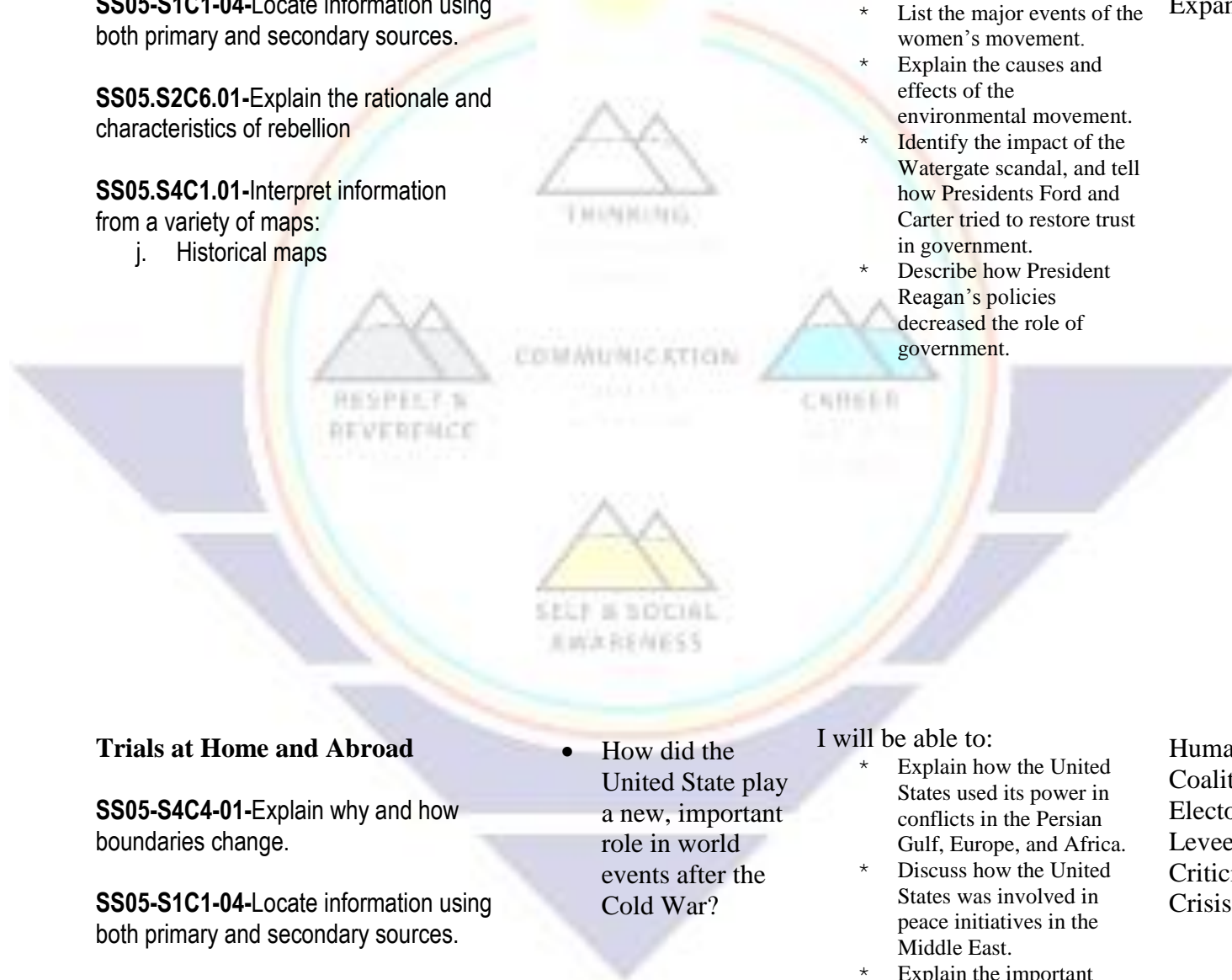
SS05.S2C6.01-Explain the rationale and characteristics of rebellion

SS05.S4C1.01-Interpret information from a variety of maps:
j. Historical maps

important social and political changes?

- * Explain President Johnson’s belief in the power of government to support social programs.
- * List the major events of the women’s movement.
- * Explain the causes and effects of the environmental movement.
- * Identify the impact of the Watergate scandal, and tell how Presidents Ford and Carter tried to restore trust in government.
- * Describe how President Reagan’s policies decreased the role of government.

Affirmative Action
Impeach
Decline
Expansion



**Chapter 17
Lesson 1**

Trials at Home and Abroad

SS05-S4C4-01-Explain why and how boundaries change.

SS05-S1C1-04-Locate information using both primary and secondary sources.

- How did the United State play a new, important role in world events after the Cold War?

I will be able to:

- * Explain how the United States used its power in conflicts in the Persian Gulf, Europe, and Africa.
- * Discuss how the United States was involved in peace initiatives in the Middle East.
- * Explain the important events of the presidencies

Human Rights
Coalition
Electoral College
Levee
Criticize
Crisis

SS05.S2C6.01-Explain the rationale and characteristics of rebellion

SS05-S2C6-02-Explain the impact that revolution has on a society

SS05.S4C1.01-Interpret information from a variety of maps:
k. Historical maps

of George H.W. Bush, Bill Clinton, and George W. Bush.

- * Explain the lasting results of the Camp David Accords.
- * Discuss the events of Operation Desert Storm.



Week 37
May 13

**Chapter 17
Lesson 2**

Threats to Peace and Prosperity

SS05-S4C4-01-Explain why and how boundaries change.

SS05-S1C1-04-Locate information using both primary and secondary sources.

SS05.S2C6.01-Explain the rationale and characteristics of rebellion

- What happened in the early 2000s that the United States faced?

I will be able to:

- * Explain the causes and effects of the terrorist attacks of 9/11.
- * Explain the causes and effects of the war in Iraq.
- * Explain the causes and effects of the conflict in Afghanistan.
- * Understand how unrest in the Middle East led to political reform as well as harsher dictatorships.

Terrorism
Weapons of Mass
Destruction
Civilian
Controversial
Base

SS05-S2C6-02-Explain the impact that revolution has on a society

* Explain the development of the terrorist groups ISIS.

SS05.S4C1.01-Interpret information from a variety of maps:
l. Historical maps

**Chapter 17
Lesson 3**

Meeting Today's Challenges

SS05-S4C4-01-Explain why and how boundaries change.

SS05-S1C1-04-Locate information using both primary and secondary sources.

SS05.S2C6.01-Explain the rationale and characteristics of rebellion

SS05-S2C6-02-Explain the impact that revolution has on a society

SS05.S4C1.01-Interpret information from a variety of maps:
m. Historical maps

- How did the United States and the world meet many challenges?

I will be able to:

- * Identify challenges that face the United States.
- * Describe the place of the United States within the world economy.
- * Explain the term globalization as it relates to the United States economy and foreign relations.
- * Identify environmental issues that impact the world.
- * Describe how the United States is helping to meet global challenges.

Recession
National Debt
Globalization
Nonrenewable Resource
Climate Change
Enforce
Controversy

Chapter 17
Lesson 4

Science and Technology

SS05-S4C1-01-Interpret information from a variety of maps:
d.historical maps

SS05-S4C1-01-Identify contributions of individuals who were important to the colonization of America.

S2.C1.PO3-Use primary source materials and secondary source materials to study people and events from the past.

- How did scientific and technological discoveries have affected life in America?

I will be able to:

- * Explain the accomplishments of notable individuals in the fields of science and technology.
- * Identify the impact of scientific discoveries and technological innovations have benefited individuals and society in the United States in the past and predict how they will impact the nation in the future.

Science
Technology
Observation
Operation

