

Curriculum Writing Notes:

Address UDL and CELP AFTER learning targets are written, in process they'll be developed after all learning targets and success criteria. These targets with UDL and CELP will be a model of what could/should be done for all learning targets but can't be completed (to keep the process concise). Through the curriculum writing process, teachers can build a deeper understanding of how to approach this differentiation.

Enduring understanding/Essential questions may be easier to develop at the end of the process.

Committees can alter the format but these are the required pieces.

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Grade 5 Social Studies	Social Studies	Grade 5	N/A
Course Description:			
<ul style="list-style-type: none"> Grade 5 students will engage in the study of events early in United States history from indigenous peoples here prior to colonization through the American Revolution. An emphasis is placed on analyzing and evaluating a variety of documents, sources, and perspectives. 			
Aligned Core Resources:		Connection to the BPS Vision of the Graduate	
Unit 1 Settlement of the Colonies & Relations With Indigenous Peoples <ul style="list-style-type: none"> The Encounter by Jane Yolen Christopher Columbus New World Explorer or Fortune Hunter by New England Native American Groups by National Geographic Education (online) Native People of the American Northeast by Cynthia O'Brien and Jamie Kiffel-Alchek (online) Unit 1 slide deck Unit 2 French and Indian War & The American Revolution <ul style="list-style-type: none"> Colonial America- Thirteen Colonies (website) Establishing the American Colonies (Epic) Unit 2 Slide deck Unit 3 The United States Constitution and Civic Participation <ul style="list-style-type: none"> The United States Constitution Reader- Teacher The United States Constitution Reader- Kids Unit 3 Slide deck 		Communication <ul style="list-style-type: none"> Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact Empathy <ul style="list-style-type: none"> Demonstrating understanding of others perspectives and needs Understand the concept of community as a means for supporting others in need Critical Thinking and Problem Solving <ul style="list-style-type: none"> Collect, assess and analyze relevant information Civic Literacy <ul style="list-style-type: none"> Understand the local and global implications of civic decisions Understand other nations and cultures including the use of non-English language 	
Additional Course Information: <i>Knowledge/Skill Dependent courses/prerequisites</i>		Link to Completed Equity Audit	

What were the economic, political, and social impacts of colonization in the Americas?

How did the American Revolution shape the national identity of the United States?

Students will build their understanding through:

1. Migration and Settlement
2. French and Indian War & The American Revolution
3. The United States Constitution and Civic Participation

Standard Matrix

CT Elementary and Secondary Social Studies Standards

District Learning Expectations and Standards	Unit 1	Unit 2	Unit 3
Dimension 1- Develop Questions and Plan Inquiries			
5.Inq.1.a. Identify concepts, ideas, and interpretations associated with compelling and supporting questions about early United States History.	x	x	x
5.Inq.1.b. Explain how supporting questions help answer compelling questions in an inquiry about United States history	x	x	x
5.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.	x	x	x
Dimension 2- Apply Disciplinary Concepts and Tools			
5.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of United States history content..	x	x	x
Dimension 3- Evaluate Sources and Use Evidence			
5.Inq.3.a. Gather relevant evidence from multiple sources about a person, event, or issue in United States History while using the origin, structure, and context to guide selection.	x	x	x
5.Inq.3.b. Identify evidence response to a compelling question while determining among fact and opinion to determine the credibility of multiple sources.	x	x	x
5.Inq.3.c. Use evidence to develop claims in response to a compelling question by using evidence related to early United States history.	x	x	x
Dimension 4- Communicate Conclusions and Take Informed Action			
5.Inq.4.a. Construct arguments using claims and evidence from multiple sources about United States history.	x	x	x
5.Inq.4.b. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.	x	x	x

5.Inq.4.c. Critique arguments and explanations.	x	x	x
5.Inq.4.d. Present a summary of arguments and explanations about early United States History using print, oral, and digital technologies	x	x	x
5.Inq.4.e. Explain the challenges and opportunities, both present and past, in addressing local, regional, and global problems in United States history.	x	x	x
5.Inq.4.f. Use a range of deliberative and democratic procedures to evaluate and implement strategies to address problems in classrooms and schools.	x	x	x
5-1. Migration and Settlement			
5.His.14.a. Explain probable causes and effects of the migration of Indigenous peoples and the formation of Native nations in North America	x	x	
5.Geo.8.a. Describe the connection between natural resources and human settlement patterns	x	x	
5.His.14.b. Describe the causes and effects of European exploration and settlement of the Americas	x	x	
4.Geo.3.a. Use state and regional maps to describe cultural and environmental characteristics of regions	x	x	
5.His.5.a. Explain how the culture and experiences of African, Indigenous, and European people influenced their perspectives during the Age of Exploration	x	x	
5.Geo.4.a. Explain how cultural diffusion of agricultural and technological knowledge held by African, Indigenous, and European communities contributed to North American settlements (x	x	
5.Civ.6.a. Describe gender roles within and among Black, Indigenous, and European communities in early United States History.	x	x	
5-2. The Colonial Era			
5.Geo.2.a. Use maps to explain the relationship between the location of the New England, Middle, and Southern colonies, and the environmental characteristics of each region	x		
5.Eco.5.a. Describe the role of money and currency in trade during the Colonial Era	x		
5.Eco.14.a. Explain how the desire for global power and influence led to the exploitation of colonies	x	x	
5.His.9.a. Summarize how the Fundamental Orders of Connecticut represented new ideas about government	x	x	
5.Eco.3.a. Identify examples of resources used to produce goods and services throughout colonial settlements in the New England, Middle, and Southern regions	x	x	
5.Eco.4.a. Compare the reasons for different areas of specialization and trade among individuals and businesses in New England, Middle, and Southern colonies	x	x	

5.His.14.d. Explain Connecticut's connection to the transatlantic slave trade (e.g., New London's deep water ports, Wethersfield-constructed ship The Tryall).	x	x	
5.Civ.4.a. Compare how political systems were used to make rules that establish community leadership and protect freedoms for various groups in the Colonial Era	x	x	
5.His.16.a. Use evidence to develop a claim about a significant person, place, or event in Connecticut during the Colonial Era	x	x	
5.Civ.8.a. Identify the civic virtues and democratic principles that contributed to the rejection of British parliamentary rule of the North American colonies.	x	x	
5-3. The American Revolution			
5.His.1.a. Employ chronological thinking to create timelines comparing the events that led to the American Revolution (e.g., Seven Years War, Parliamentary acts of taxation, Boston Tea Party, Boston Massacre, Declaration of Independence).		x	
5.Eco.1.a. Compare the benefits and costs of governmental and individual choices leading to the American Revolution (e.g., taxation, homespun movement, right to property).		x	
5.His.4.a. Explain how political and economic beliefs shaped the perspectives held by Patriots and Loyalists leading to the American Revolution (e.g., individual rights, liberties, representation, sovereignty, trade and taxation).		x	
5.His.4.b. Explain why members of the Northeastern Woodland Native American tribes and Black communities held conflicting views regarding support for the American Revolution.		x	
5.His.6.a. Describe how people's perspectives of the American Revolution are documented in historical records while noting representation of marginalized voices (e.g., journals, letters, newspaper articles, pamphlets).		x	
5.His.10.a. Compare information provided by multiple historical sources about the people and events of the American Revolution (e.g., purpose, maker, significance, fact, opinion, bias).		x	
5.His.14.e. Explain probable causes and effects of major turning points in the American Revolution (e.g., Battle of Bunker Hill, Boston Massacre, Saratoga, Valley Forge).		x	
5.His.16.b. Use evidence to develop a claim about the role of Connecticut in the American Revolution (e.g., Provision State, privateers, Tory and Patriot sentiments).		x	
5.His.16.c. Develop a claim about significant people, places or events in Connecticut during the American Revolution		x	
5.Eco.15.a. Explain economic interdependence between the New England, Middle, and Southern colonies during the American Revolution (e.g., trade, efforts to support the continental cause).		x	
5-4. The United States Constitution and Civic Participation			
5.Civ.3.a. Examine the origins and purpose of key provisions of the United States			x

Constitution (e.g., checks and balances, limited government, popular sovereignty, republicanism, separations of powers, federalism).			
5.Civ.4.b. Explain how rules were established at the end of the American Revolution by identifying laws that promoted and limited personal liberties (e.g., citizenship, property, suffrage).		x	x
5.Civ.5.a. Explain the role of the Constitution in establishing a system of government in the United States			x
5.Civ.10.a. Identify how the political beliefs are represented in the Preamble of the United States Constitution.			x
5.Civ.14.a. Illustrate how individuals and groups in the Revolutionary Era and today have and can effect change (e.g., school, community, and state issues).			x
5.Civ.10.b. Identify the contributing factors that underlie multiple and varied points of view about school, community, and civic issues.			x

Unit Links

If unit headings are formatted as a heading, then we can link a Table of Contents to better organize and provide faster access to each unit

[Unit 1: Settlement of the Colonies & Relations With Indigenous Peoples](#)

[Unit 2: French and Indian War & The American Revolution](#)

[Unit 3: The United States Constitution and Civic Participation](#)

Unit Title:					
Unit 1: Settlement of the Colonies & Relations With Indigenous Peoples					
Relevant Standards:					
See above					
Essential Question(s):		Enduring Understanding(s):			
<ul style="list-style-type: none"> How did the movement of people contribute to the social and political developments during this period? How did the exploration of Europeans impact historical developments during this era? 		<p>This unit requires students and teachers to develop an understanding of settlement and migration. The required understandings for this unit include:</p> <ul style="list-style-type: none"> People migrate and settle where there is greater access to natural resources and favorable geographic features. Early interactions with colonists and indigenous peoples varied by context and place. The transatlantic slave trade emerged as a result of European exploration and settlement patterns. Migration, exploration, and settlement created instances of conflict within and across groups. As a result of the movement of people, goods and ideas cultural diffusion took place. 			
Demonstration of Learning:		Pacing for Unit			
<p>Students may demonstrate their learning within this unit in a variety of ways. Possible methods for this include (but are not limited to):</p> <ul style="list-style-type: none"> Development of questions Planning inquiries Evaluate sources Use Evidence Communicate conclusions 		6 weeks			
Family Overview (link below)		Integration of Technology:			
Family Overview- Grade 5 Unit 1		Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning			
Unit-specific Vocabulary:		Aligned Unit Materials, Resources, and Technology (beyond core resources):			
Academic Vocabulary <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">archaeology</td> <td style="width: 33%;">authority</td> <td style="width: 33%;">belief</td> </tr> </table>		archaeology	authority	belief	<ul style="list-style-type: none"> The Encounter by Jane Yolen Christopher Columbus New World Explorer or Fortune Hunter by New England Native American Groups by
archaeology	authority	belief			

bias	cause	claim
compelling	effect	evidence
formation	exploitation	governance
motive	pattern	perspective
sequence	supporting	

Content Vocabulary

African	Agriculture	Atlantic World
Caribbean	Culture	Cultural Norms
Enslavement	Europe	Exploration
Gender	Indigenous	Migration
Natural Resources	North America	Open Field System
Pacific World	Rice cultivation	Settlement
South America	Sovereignty	Technology
Tribal Nation	Three Sisters	West Africa

- National Geographic Education (online)
- Native People of the American Northeast by Cynthia O'Brien and Jamie Kiffel-Alcheh (online)
- Explore Colonial America! By Verna Fisher (EPIC)
- The Wampanoag Side of the First Thanksgiving Story by Michelle Tirado (article)
- 1607-1776 Colonial Period (Scholastic)
- The Thirteen Colonies by LaFontaine of Knowledge 2021
- The Colonies under British Rule
- Colonies in Connecticut in the 1640s by National Geographic Education (online)
- Establishing the American Colonies by Tyler Omoth
- Breakdown: Why the Pilgrims voyage to America wasn't and easy one by Erin Thomas (Article)
- First Contact with Europeans by Stephen Currie (CommonLit)
- Early History- Connecticut's Official State Website
- The Mashantucket Pequot Museum & Research Center Virtual Tour (YouTube)
- Mohegan Moments (Mohegan Tribe Website)
- Colonial Governments - Exploring Our Nation on the Learning Videos Channel by Harmony Square (YouTube)
- 13 Colonies, Colonial Government and Politics for Kids by Mr. Donn

Opportunities for Interdisciplinary Connections:

- CCSS.ELA-Reading: Informational Texts: Standards 1-10
- CCSS.ELA-Writing: Standards 1-2, 7-10
- CCSS.ELA-Speaking and Listening: Standards 1-6
- CCSS.ELA-Language: Standards 1-3, 7

Anticipated misconceptions:

- Students may have misconceptions of:
- Where and what Christopher Columbus explored.
 - How the Indigenous People felt about Christopher Columbus.

Connections to Prior Units:

Students will enter Grade 5 having explored these course questions in their Grade 4 coursework:
 -How do people depend on and shape their environment?
 -What influences the movement of people, goods, and ideas in the United States?

Under Dimension 2, Grade 5 students will have engaged in learning (from Grade 4) to build on the following Grade 5 standards:

- 4.Geo.8.a, which is a precursor to 5. Geo.5. a.

Connections to Future Units:

As Grade five students continue to engage in Social Studies content throughout the year, the work they do in Unit 1 will inform their work in the following units: The Colonial Era, The American Revolution, and The United States Constitution and Civic Participation. Grade five students will apply the knowledge and skills they built in this unit, to deepen their knowledge when they engage in learning about key settlements in North America to determine their economic and political characteristics, and to apply this combined knowledge to determine pivotal events that led to the American Revolution Unit.

<ul style="list-style-type: none"> 4.His.5. a., which is a precursor to 5. His.5. a. 	<p>Under Dimension 2, Grade 5 students will have engaged in learning to build on the following future standards in 6 and 7 standards:</p> <ul style="list-style-type: none"> 5.Geo.4.a, which is a precursor to 6. Geo.4.a 5.Geo.8.a, which is a precursor to 7. Geo.8. a.
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Differentiation through *Universal Design for Learning*

UDL Indicator	Teacher Actions:
3 Building Knowledge	<ul style="list-style-type: none"> Connect prior knowledge to new learning (3.1) Highlight and explore patterns, critical features, big ideas, and relationships (3.2) Cultivate multiple ways of knowing and making meaning (3.3) Maximize transfer and generalization
9 Emotional Capacity	<ul style="list-style-type: none"> Recognize expectations, beliefs, and motivations (9.1) Develop awareness of self and others (9.2)
1 Perception	<ul style="list-style-type: none"> Represent a diversity of perspectives and identities in authentic ways (1.3)

Supporting Multilingual/English Learners

Related <i>CELP standards:</i>	Learning Targets:
An EL can conduct research and evaluate and communicate findings to answer questions or solve problems	I can conduct short research projects to answer a question.
An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	I can participate in extended conversations, discussions, and extended written exchanges using academic and domain specific vocabulary. I can discuss early history.

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	I can gain and create my own perspective of the exploration of Christopher Columbus.	<p>I watched and discussed the video on Columbus and the Taino People.</p> <p>I can analyze the different perspectives of Christopher Columbus and the Taino People.</p>	<p>Video</p> <p>Unit 1 Lesson 1/2 Task</p>
2	I can gain and create my own perspective of the indigenous Taino people.	<p>I read and discussed the text The Encounter by Jane Yolen.</p> <p>I can analyze the different perspectives</p>	<p>The Encounter by Jane Yolen</p>

		of Christopher Columbus and the Taino People.	Unit 1 Lesson 1/2 Task
3	I can gain and create my own perspective on Christopher Columbus.	I read and discussed Chapter 1 and 2 in, "Christopher Columbus: New World Explorer or Fortune Hunter?" I asked and answered questions about the chapters. I used evidence from the chapter to explain my thinking.	Christopher Columbus: New World Explorer or Fortune Hunter?
4	I can gain and create my own perspective on Christopher Columbus.	I read and discussed Chapter 3, 5, and 5 in, "Christopher Columbus: New World Explorer or Fortune Hunter?" I asked and answered questions about the chapter. I used evidence from the chapter to explain my thinking.	Capstone Text: Christopher Columbus: New World Explorer or Fortune Hunter?
5	I can ask and answer questions about the Indigenous groups that lived in the New England area.	I read and discussed the article "New England Native American Groups." I asked and answered questions about the chapter. I used evidence from the chapter to explain my thinking.	New England Native American Groups Unit 1 Lesson 5 Task
6	I can ask and answer questions about the Indigenous groups that lived in the New England area.	I read and discussed the article "Native People of the American Northeast." I asked and answered questions about the chapter. I used evidence from the chapter to explain my thinking.	Native People of the American Northeast
7	I can explain how and why the different colonies were established.	I read and discussed the three resources. I asked and answered questions about the three resources. I used evidence from the resources to	Explore Colonial America The Wampanoag Side of the

		explain my thinking.	First Thanksgiving Story (article) Let's Explore Colonial America!
8	I can identify why people wanted to leave Europe to colonize in the Americas.	I read and discussed the article "Dear American." I asked and answered questions about the article. I used evidence from the article to explain my thinking.	Dear American (Article) Unit 1 Lesson 8 Task
9	I can explain how and why the different colonies were established.	I read and discussed the article "Colonies in Connecticut in 1640s." I asked and answered questions about the article. I used evidence from the article to explain my thinking.	Colonies in Connecticut in 1640s (Website)
10-11	I can explain the initial development and settlement of the colonies.	I read and discussed Chapter 1 within Establishing the American Colonies. I asked and answered questions about the chapter. I can create a journal entry replicating that time period.	Establishing the American Colonies by Tyler Omoth Unit 1 Lesson 10-11 Task
12	I can explain the initial development and settlement of the colonies.	I viewed and discussed the video "Breakdown: Why the Pilgrims voyage to America wasn't an easy one." I read and discussed Chapter 2 within Establishing the American Colonies. I asked and answered questions about the chapter/video.	Breakdown: Why the Pilgrims voyage to America wasn't an easy one (video and article) Establishing the American Colonies by Tyler Omoth

13	I can ask and answer questions about how colonization affected the Indigenous peoples of the Northeast.	<p>I read and discussed the article “The Wampanoag Side of the First Thanksgiving Story.”</p> <p>I asked and answered questions about the article.</p> <p>I used evidence from the article to explain my thinking.</p>	<p>The Wampanoag Side of the First Thanksgiving Story (article)</p> <p>Unit 1 Lesson 13 Task</p>
14	I can ask and answer questions about how colonization affected the Indigenous peoples of the Northeast.	<p>I read and discussed the article “First Contact with Europeans.”</p> <p>I asked and answered questions about the article.</p> <p>I used evidence from the article to explain my thinking.</p>	<p>First Contact with Europeans (Article)</p> <p>Unit 1 Lesson 14 Task</p>
15-16	I can explain how the colonies expanded to begin contributing to the American identity.	<p>I read about each of the 13 colonies.</p> <p>I completed the 13 colonies scavenger hunt.</p>	<p>Establishing the American Colonies by Tyler Omoth</p> <p>Video</p> <p>Video</p>
17	I can identify ways in which the colony of Connecticut was different from the other colonies.	<p>I read and discussed the article “Early History.”</p> <p>I asked and answered questions about the text.</p> <p>I used evidence from the text to explain my thinking.</p>	<p>Early History (article)</p>
18	I can identify the different governmental structures in the colonies.	<p>I read and discussed the article “13 Colonies, Colonial Government and Politics.”</p> <p>I took notes that show the difference</p>	<p>Video</p> <p>13 Colonies , Colonial Government and Politics (article)</p>

		<p>between the governments,</p> <p>I created a visual that shows the difference between the structure of government.</p>	<p>Unit 1 Lesson 14 Task</p>
19	<p>I can explain how the colonies united to fight against the injustices of the British.</p>	<p>I read and discussed Chapter 4 within Establishing the American Colonies.</p> <p>I asked and answered questions about the text.</p> <p>I used evidence from the text to explain my thinking.</p>	<p>Establishing the American Colonies by Tyler Omoth</p>
20-25	<p>I can gather information about a colony region.</p> <p>I can work collaboratively with my group to present our learning about a colony region.</p>	<p>I gathered information about my colony region.</p> <p>I worked with my group to present our learning about our colony region.</p> <p>I worked collaboratively with my group.</p>	

Unit Title:	
Unit 2: French and Indian War & The American Revolution	
Relevant Standards:	
See above	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> Was the American Revolution inevitable? In what ways did the American Revolution shape the national identity of the United States? 	<p>This unit requires students and teachers to develop and understand the American Revolution. The required understandings for this unit include:</p> <ul style="list-style-type: none"> There are many factors and causes that create

	<p>major historical events such as the American Revolution.</p> <ul style="list-style-type: none"> • Individuals' perspectives on which side to align with in any conflict may be dependent on various factors and are not universal to demographic groups. • Historical records provide a window into a time period but do not always include various perspectives due to the context of the time the record was created. • Individual and group actions that occurred during the American Revolution illustrated the spirit of democracy that continues to shape the national identity of the United States. 												
Demonstration of Learning:	Pacing for Unit												
<p>Students may demonstrate their learning within this unit in a variety of ways. Possible methods for this include (but are not limited to):</p> <ul style="list-style-type: none"> • Development of questions • Planning inquiries • Evaluate sources • Use Evidence • Communicate conclusions 	6 weeks												
Family Overview (link below)	Integration of Technology:												
Family Overview- Grade 5 Unit 2	Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning												
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):												
<p>Academic Vocabulary</p> <table border="1" data-bbox="110 1451 797 1703"> <tr> <td>Primary source</td> <td>Secondary source</td> <td>Propaganda</td> </tr> <tr> <td>Cause and Effect</td> <td>Questioning</td> <td>Argument</td> </tr> <tr> <td>Explanation</td> <td>Point of View</td> <td></td> </tr> </table> <p>Content Vocabulary</p> <table border="1" data-bbox="110 1797 797 1860"> <tr> <td>Taxes</td> <td>Tariff</td> <td>Parliament</td> </tr> </table>	Primary source	Secondary source	Propaganda	Cause and Effect	Questioning	Argument	Explanation	Point of View		Taxes	Tariff	Parliament	<ul style="list-style-type: none"> • Colonial America- Thirteen Colonies (website) • Establishing the American Colonies (Epic) • French and Indian War Video (YouTube) • The Boston Massacre Video (YouTube) • The Boston Tea Party Video (YouTube) • Battle of Lexington and Concord Video (YouTube) • Battles of Lexington and Concord • Battles of Lexington and Concord • Paul Revere • Minutemen • Battles of Lexington and Concord • Significant Battles of the American Revolution (Epic) • The Declaration of Independence by Mary Meinkin
Primary source	Secondary source	Propaganda											
Cause and Effect	Questioning	Argument											
Explanation	Point of View												
Taxes	Tariff	Parliament											

Stamp Act	Townshend Act	Intolerable Act
Sons of Liberty	Daughters of Liberty	Boston Massacre
Committee of Correspondence	Tea Act	Boston Tea Party
First & Second Continental Congress	Militia	Minutemen
Taxes	Tariff	Parliament
Stamp Act	Townshend Act	Intolerable Act
Tribal Nation	Three Sisters	West Africa
Patriot	Loyalist	American Revolution
Battle of Lexington and Concord	Battle of Bunker Hill	Continental Army
Olive Branch Petition	Declaration of Independence	Traitor
Mercenary	Battle of Trenton	Battle of Saratoga
Valley Forge	Siege of Yorktown	Democracy
Republic	Treaty of Paris	

- The Declaration of Independence Video (YouTube)
- American Revolution:- Patriots and Loyalists (Website)
- Read Along with the Constitution's Preamble Video (YouTube)

Opportunities for Interdisciplinary Connections:

- CCSS.ELA-Reading: Informational Texts: Standards 1-10
- CCSS.ELA-Writing: Standards 1-2, 7-10
- CCSS.ELA-Speaking and Listening: Standards 1-6
- CCSS.ELA-Language: Standards 1-3, 7

Anticipated misconceptions:

- Students may have misconceptions of:
- Where and what Christopher Columbus explored.
 - How the Indigenous People felt about Christopher Columbus.

Connections to Prior Units:

Students will enter Grade 5 having explored these course questions in their Grade 4 coursework:

- How do people depend on and shape their environment?
- What influences the movement of people,

Connections to Future Units:

As grade five students continue to engage in Social Studies content throughout the year, the work that they do in Unit 2 will inform their work in the following units: The United States Constitution and Civic Participation. This unit will enable students to learn the importance of

1	I can review how and why the 13 colonies were developed.	I read and discussed the text, "The Thirteen Colonies". I asked and answered questions about the text. I used evidence from the text to explain my thinking.	The Thirteen Colonies
2	I can understand what led to the French and Indian War. I can identify what caused the colonists to come together.	I read and discussed chapter 4 of the text, Establishing the American Colonies. I asked and answered questions about the text. I used evidence from the text to explain my thinking.	Establishing the American Colonies
3	I can understand what led to the French and Indian War.	I can create a chart or visual that shows the conflicts that were occurring at the start of the French and Indian War.	
4	I can understand the major events of the French and Indian War. I can understand what caused the war to come to an end.	I can express the major events that happened within the French and Indian War. I can express how the war ended and why.	Video Note Catcher Lesson Task
5	I can understand why and how the British attempted to cover their debts.	I can express how and why the British attempted to cover their debts. I can collaboratively work with my peers.	Taxation without Representation Activity
6	I can understand why and how the British attempted to cover their debts.	I can express how and why the British attempted to cover their debts. I can collaboratively work with my peers. I can create a poster that shows the meaning of either The Stamp Act, The Sugar Act, or The	The Sugar Act (article) The Stamp Act (article) The Townshend Act (article)

		Townshend Act.	
7	I can explain the actions the colonists took towards Britain's control.	I can explain how the colonists acted during the Boston Massacre. I expressed what each side would have said on March 5, 1770.	The Boston Massacre Video Boston Massacre (article) Lesson Task
8	I can explain the impact the Colonists' actions had on Britain's control.	I explained why the colonists were a part of the Boston Tea Party. I collaborated with my classmates to express our understanding of the Boston Tea Party through a readers theatre.	The Boston Tea Party Video Boston Tea Party Readers Theatre
9	I can explain the role of the Continental Congress during the Revolutionary War.	I can notice the similarities and differences between the 1st and 2nd Continental Congress. I discussed how the two meetings were alike and different.	Lesson Task
10	I can learn about major battles that took place during the Revolutionary War.	I crafted notes about the Battle of Lexington and Concord. I summarized my notes about the battle for a battle report.	Battle of Lexington and Concord Video
11	I can learn about major battles that took place during the Revolutionary War.	I read and took notes on the battles.	Battle Note Catcher
12-14	I can learn about major battles that took place during the Revolutionary War and write a battle summary for a newspaper.	Our group read and took notes about our battle. I shared the information about the battle my group researched with another group.	Battle Note Catcher

15	I can synthesize why the Declaration of Independence was written and how it impacted the lives of the colonists.	I read chapter 2 of The Declaration of Independence. I explored the 3 grievances and determined the most supportive of the cause.	The Declaration of Independence
16	I can synthesize why the Declaration of Independence was written and how it impacted the lives of the colonists.	I read chapter 3 and 4 of The Declaration of Independence. I brainstormed a list of ideas that I would like to add to the Declaration of Independence.	The Declaration of Independence
17	I can analyze the perspectives of the Patriots and Loyalists.	I understand the perspectives of the patriots and loyalists during The Revolutionary War.	Duckster Website The Declaration of Independence American Revolution (article)
18	I can analyze the language and meaning used in the Preamble to the Constitution.	I understand why it was important to create the Constitution.	Read Along with the Constitutions' Preamble The Preamble Task
19	I can understand the perspective of the Indigenous People during the American Revolution.	I read my source on Indigenous People with my group. My group took notes on our vertical surface that mirror the note catcher.	Note Catcher "The Native Americans War" from Epic
20	I can understand the perspective of the Indigenous People during the American Revolution.	I wrote a journal entry depicting the perspective of an Indigenous person.	Perspective Sources

21-22	I can research the perspective others had during the American Revolution.	I researched the perspective of others during the American Revolution. I have taken notes on these perspectives.	Note Catcher
23	I can craft a diary entry that shows the perspective of others.	I wrote a diary entry from the perspective of the person I researched.	
24-28	I can synthesize my learning to develop a newspaper to teach others.	I designed a newspaper that highlights several important aspects of the American Revolution.	Doc
Culminating Project	I can clearly communicate my learning by presenting my project.	I presented my learning clearly to my peers.	

Unit Title:	
Unit 3: The United States Constitution and Civic Participation	
Relevant Standards: Bold indicates priority	
See Above	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> Explore how the Constitution affected the relationship between England and the What are the key principles of the Declaration of Independence and of the Constitution of the United States and which of the principles What are the key principles of the Declaration of Independence and of the Constitution of the United States and which of the principles How is the Constitution still evident in the US today? 	<p>This unit requires students and teachers to develop and understand the United State Constitution & Civic Participation including the reason the Constitution was created and the components. Students will also understand how the Constitution affected the relationship between England and the colonies. Students will also learn about the Declaration of Independence and how the Constitution is still evident in the United States today.</p>
Demonstration of Learning:	Pacing for Unit

<p>Students may demonstrate their learning within this unit in a variety of ways. Possible methods for this include (but are not limited to):</p> <ul style="list-style-type: none"> • Development of questions • Planning inquiries • Evaluate sources • Use Evidence • Communicate conclusions 	<p>6 weeks</p>																					
<p>Family Overview (link below)</p>	<p>Integration of Technology:</p>																					
<p>Family Overview - Grade 5 Unit 3</p>	<p>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</p> <p>Unit 3 Slide Deck</p>																					
<p>Unit-specific Vocabulary:</p>	<p>Aligned Unit Materials, Resources, and Technology (beyond core resources):</p>																					
<p>Academy Vocabulary</p> <table border="1" data-bbox="110 909 800 1346"> <tr> <td>Analyze</td> <td>Claim</td> <td>Compare</td> </tr> <tr> <td>Evidence</td> <td>Describe</td> <td>Desire</td> </tr> <tr> <td>Explain</td> <td>Freedom</td> <td>Government</td> </tr> <tr> <td>Identity</td> <td>Influence</td> <td>Labor</td> </tr> <tr> <td>Map</td> <td>Principle</td> <td>Rejection</td> </tr> <tr> <td>Resources</td> <td>Resistance</td> <td>Services</td> </tr> <tr> <td>Summarize</td> <td>Tools</td> <td>Weaving</td> </tr> </table>	Analyze	Claim	Compare	Evidence	Describe	Desire	Explain	Freedom	Government	Identity	Influence	Labor	Map	Principle	Rejection	Resources	Resistance	Services	Summarize	Tools	Weaving	<ul style="list-style-type: none"> • The United States Constitution Reader- Teacher • The United States Constitution Reader- Kids • Timeline Resource • Kahoot • Three Branches of Government (Video) • Constitutional Convention: Federalists v. Anti-Federalists (Video) • Constitution Facts for Kids Classroom Social Studies Lesson (Video) • Classroom Constitution • Service Learning Project
Analyze	Claim	Compare																				
Evidence	Describe	Desire																				
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<p>Content Vocabulary</p> <table border="1" data-bbox="110 1472 800 1881"> <tr> <td>Government</td> <td>Self-Rule</td> <td>Consent</td> </tr> <tr> <td>Deliberate</td> <td>Declaration of Independence</td> <td>Constitution</td> </tr> <tr> <td>assemble</td> <td>Trial by jury</td> <td>republic</td> </tr> <tr> <td>provision</td> <td>Conscience</td> <td>treaty</td> </tr> <tr> <td>Ordinance</td> <td>Politics</td> <td>ambassador</td> </tr> <tr> <td>legislative</td> <td>executive</td> <td>judicial</td> </tr> </table>	Government	Self-Rule	Consent	Deliberate	Declaration of Independence	Constitution	assemble	Trial by jury	republic	provision	Conscience	treaty	Ordinance	Politics	ambassador	legislative	executive	judicial				
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compromise	posterity	impeach						
Immigration								
Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:						
<ul style="list-style-type: none"> ● CCSS.ELA-Reading: Informational Texts: Standards 1-1 ● CCSS.ELA-Writing: Standards 1-2, 7-10 ● CCSS.ELA-Speaking and Listening: Standards 1-6 ● CCSS.ELA-Speaking and Listening: Standards 1-6 		<p>Students may have misconceptions of:</p> <ul style="list-style-type: none"> ● What is in the constitution. ● What the branches of government are. 						
Connections to Prior Units:		Connections to Future Units:						
<p>Students will enter Grade 5 having explored these course questions in their Grade 4 coursework:</p> <ul style="list-style-type: none"> -How do people depend on and shape their environment? -What influences the movement of people, goods, and ideas in the United States? <p>Under Dimension 2, Grade 5 students will have engaged in learning (from Grade 4) to build on the following Grade 5 standard:</p> <ul style="list-style-type: none"> ● 4.Civ.14. a., which is a precursor to 5. Civ.14.a 		<p>As grade five students continue to engage in Social Studies content throughout the year, the work that they completed in the prior units will inform their work in the current unit. This unit will help students to uncover the civic and democratic principles within our Constitution. In grade 6 and 7 students will be expected to describe how political institutions affect peoples' lives in various regions and contexts. This unit will provide students with the understanding of basic democratic principles and means of civic engagement that emerge throughout world regions. A thorough analysis of the Preamble, Constitution underpinnings as well as the logistics of how the United States federal branches are set up in grade 5 will provide a content bridge to the middle school units and allow students to expand on the analysis of the multiple perspectives within the creation of the Constitution.</p> <p>Under Dimension 2, Grade 5 students will have engaged in learning to build on the following future standards in grade 6 and grade 8.</p> <ul style="list-style-type: none"> ● 5.Civ.14.a, which is a precursor to 6. Civ.14.a ● 5.Civ.3.a, which is a precursor to 8. Civ.3.a ● 5.Civ.5.a, which is a precursor to 8. Civ.5.a ● 5.Civ.10.a, which is a precursor to 8. Civ.10.a ● 5.Civ.10.b, which is a precursor to 8. Civ.10.b 						
Differentiation through <i>Universal Design for Learning</i>								
UDL Indicator		Teacher Actions:						
3 Building Knowledge		<ul style="list-style-type: none"> ● Connect prior knowledge to new learning (3.1) ● Highlight and explore patterns, critical features, big ideas, and relationships (3.2) ● Cultivate multiple ways of knowing and making meaning (3.3) 						

9 Emotional Capacity	<ul style="list-style-type: none"> Maximize transfer and generalization Recognize expectations, beliefs, and motivations (9.1) Develop awareness of self and others (9.2)
1 Perception	<ul style="list-style-type: none"> Represent a diversity of perspectives and identities in authentic ways (1.3)

Supporting Multilingual/English Learners

Related *CELP standards*:

Learning Targets:

An EL can conduct research and evaluate and communicate findings to answer questions or solve problems

I can conduct short research projects to answer a question

An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

I can participate in extended conversations, discussions, and extended written exchanges using academic and domain specific vocabulary

I can discuss the United States Constitution

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1-2	I can explain what self-government means and why it was such a revolutionary idea.	<p>I can identify the main ideas contained in the Declaration of Independence.</p> <p>I can summarize events leading up to the formation of a national government.</p> <p>I can understand the meaning of the following domain-specific vocabulary: self-determination, liberty, right, unalienable, consent, and deliberate.</p>	<p>The United States Constitution Reader</p> <p>Note catcher</p>
3-4	I can explain what self-government is and why it was such a revolutionary idea.	<p>I can identify the main ideas contained in the Declaration of Independence.</p> <p>I can summarize events leading up to the formation of a national government.</p> <p>I can understand the meaning of the following domain-specific vocabulary:</p>	<p>The United States Constitution Reader</p>

		self-determination, liberty, right, unalienable, consent, and deliberate.	
5-7	I can explain what a republic or a republican form of government is.	<p>I can explain the purpose of a constitution and its relationship to other laws.</p> <p>I can explain how the former thirteen colonies formed state governments, and describe the form of those governments.</p> <p>I can compare fundamental ideas and characteristics in early state constitutions.</p> <p>I can understand the meaning of the following domain-specific vocabulary: assemble, term, republic, provision, and conscience; and of the phrase “trial by jury.”</p>	The United States Constitution Reader
8-9	I can explain how the lack of a central government proved to be a problem.	<p>I can summarize the provisions of the Articles of Confederation.</p> <p>I can contrast powers under the Articles of Confederation with powers under state constitutions.</p> <p>I can describe actions taken by the Second Continental Congress.</p> <p>I can understand the meaning of the following domain-specific vocabulary: delegate, confederation, treaty, and alliance.</p>	The United States Constitution Reader
10-11	I can explain why James Madison and Alexander Hamilton thought a stronger central government was needed.	<p>I can summarize and explain the significance of the Northwest Ordinance.</p> <p>I can explain why Alexander Hamilton, James Madison, and George Washington wanted to replace the Articles of Confederation.</p> <p>I can summarize events leading</p>	The United States Constitution Reader Extension Activity

		<p>up to the Constitutional Convention.</p> <p>I can understand the meaning of the following domain-specific vocabulary: ordinance and politics.</p>	
12-13	I can explain what the author meant by “they had come to try to give that young nation a more secure future”.	<p>I can summarize the events at the start of the Constitutional Convention.</p> <p>I can identify significant figures who attended—and did not attend—the Constitutional Convention.</p> <p>I can understand the meaning of the following domain-specific vocabulary: ambassador.</p>	The United States Constitution Reader
14	I can explain the Virginia Plan and why some delegates objected to it.	<p>I can summarize important decisions made at the start of the Constitutional Convention.</p> <p>I can describe the provisions of the Virginia Plan.</p> <p>I can explain responses to the Virginia Plan.</p> <p>I can contrast the Virginia Plan and the New Jersey Plan.</p>	The United States Constitution Reader
15-16	I can explain the main challenges that had to be overcome in order to create a new constitution.	<p>I can describe how a federal system works.</p> <p>I can explain the significance of the separation of powers and checks and balances among three branches of government.</p> <p>I can explain the terms of the Great Compromise and the Three-Fifths Compromise.</p> <p>I can understand the meaning of the following domain-specific vocabulary: federal, legislative, executive, judicial,</p>	The United States Constitution Reader

		and compromise.	
17-18	I can list the steps that were put in place to ratify the constitution.	<p>I can explain the steps in the ratification process.</p> <p>I can explain the significance of the Preamble to the Constitution.</p> <p>I can describe what authority the Constitution gave the federal government.</p> <p>I can understand the meaning of the following domain-specific vocabulary: posterity.</p>	The United States Constitution Reader
19-20	I can explain why it was considered essential to have a Bill of Rights added to the U.S. Constitution.	<p>I can summarize the viewpoints of Federalists and Anti-Federalists.</p> <p>I can explain how the Constitution came to be ratified.</p> <p>I can describe the events that led to passage of the first ten amendments.</p> <p>I can summarize key provisions of the Bill of Rights.</p>	The United States Constitution Reader
21-22	I can explain reasons for the success of the Constitution and its survival for more than two hundred years.	<p>I can describe enduring strengths of the Constitution.</p> <p>I can explain the four guiding principles of the Constitution.</p> <p>I can compare and contrast powers of the federal government and state government under the Constitution.</p> <p>I can understand the meaning of the following domain-specific vocabulary: immigration and impeach.</p>	The United States Constitution Reader
23	I can work with my class to create a Class Constitution.	I can create a classroom constitution that all students agree upon.	

24-30	I can work with my classmates to identify a problem that is facing our school or our community.	I can research, plan and take action on an agreed upon problem facing my school or community.	
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