

History and Social Studies Pacing Guide

2020-2021

5th Grade



The Arizona History and Social Science Standards outline what all students need to know, understand, and be able to do by the end of high school and reflect the following guiding principles and shifts for social studies education:

- Social studies prepares the nation’s youth for college, career, and civic life.
- Inquiry is at the heart of social studies.
- Social studies involves interdisciplinary application and welcomes integration with other content areas.
- Social studies are composed of deep and enduring understandings, concepts, and skills.
- Social studies should have direct and explicit connections to the ELA standards.

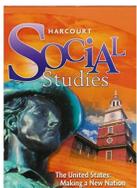
Fifth Grade - United States Studies; American Revolution to Industrialism (1763-1900s)

Students understand the history of the United States within an integrated approach considering the following factors:

- Historic and economic events from American Revolution to Industrialism including but not limited to the American Revolution, constitutional convention, westward expansion, Civil War and Reconstruction, and growth of industrial and urban America looking at origins, founders, and key political, economic, and social figures
- Economic, political, and geographic elements as they relate to the events outlined above such as technological developments, urbanization, territorial expansion, industrialization, political parties, and universal suffrage
- Creation of the Constitution and the principles within the document including historical and philosophical influences, influence of state constitutions, Articles of Confederation, compromises and ratification debates at the Constitutional Convention, Bill of Rights, limited government, popular sovereignty, federalism, rule of law, checks and balances, and separation of powers
- Development and structure of the national government including the Preamble, the three branches, examples of powers granted to each branch, powers granted to the states and individuals, the Bill of Rights, and current issues regarding federalism and rights
- Influence of immigration including push/pull factors, industrialization, urbanization, diversification of the population, and debates over immigration
- Contributions of various cultural and ethnic groups to the changing social and political structure of the United States
- Roles and responsibilities as citizens of the United States including participation in the political system
- Examination of primary and secondary sources including written and oral histories, images, and artifacts with special attention being given to founding documents including the Declaration of Independence, the Constitution, Bill of Rights and all subsequent amendments, and landmark Supreme Court cases
- Inclusion of historical fiction and picture books in addition to informational text.
- Disciplinary skills and processes including change and continuity over time, multiple perspectives, using and understanding sources, and cause and effect

District Resources:

Harcourt



ReadyGEN



World Book



The AZ History and Social Science Standards are organized into five social studies content areas. Within these content areas are four to five major core concepts referred to as Anchor Standards. There are twenty-one Anchor Standards. Seventeen of these Anchor Standards center around the content areas of civics, economics, geography, and history. The remaining four standards focus on the disciplinary skills and processes that all students need to know and apply to any historical era, context, or content area.

Disciplinary Skills and Process	Civics	Economics	Geography	History
SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present	<i>C1: Civic virtues and democratic principles are key components of the American political system.</i>	E1: A financially literate individual understands how to manage income, spending, and investment.	G1: The use of geographic representations and tools helps individuals understand their world.	<i>H1: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.</i>
SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.	C2: Citizens have individual rights, roles, and responsibilities.	E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.	<i>G2: Human-environment interactions are essential aspects of human life in all societies.</i>	H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.
SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.	C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.	E3: Individuals and institutions are interdependent within market systems. E4: The domestic economy is shaped by interactions between government, institutions, and the private sector.	G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface	<i>H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.</i>
SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.	C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.	E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.	G4: Global interconnections and spatial patterns are a necessary part of geographic reasoning.	H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

The Six Elements of the Inquiry Arc

- **Inquiry Element 1: Developing Compelling Questions** - Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.
- **Inquiry Element 2: Constructing Supporting Questions** - Supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.
- **Inquiry Element 3: Gathering and Evaluating Sources** - Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author's purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.
- **Inquiry Element 4: Developing Claims** - Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims.
- **Inquiry Element 5: Communicating Conclusions** - Students formalize their arguments and explanations and communicate their results through various products to a wide range of audiences. Students also have the opportunity to critique their scholarship as well as the scholarship of others.
- **Inquiry Element 6: Taking Informed Action** - To prepare students for civic life, students use their disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues, deliberate with others on how to define and address these issues, take constructive and collaborative action, and reflect on that action.

Year-Long Standards Overview**Year-Long Standards**

- 5.SP1.1** Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 5.SP1.2** Explain how events of the past affect students' lives and society.
- 5.SP1.3** Generate questions about individuals and groups who have shaped significant historical changes and continuities
Key individuals or groups should represent the time - period being studied and be inclusive of the diversity represented in the history of the United States.
- 5.SP2.1** Explain why individuals and groups during the same historical period differed in their perspectives
Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers.
Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker's rights, and women's rights
- 5.SP3.1** Develop compelling and supporting questions about the United States that are open to different interpretations.
- 5.SP3.2** Use distinctions among fact and opinion to determine the credibility of multiple sources.
- 5.SP3.3** Compare information provided by multiple sources about events and developments in the United States.
- 5.SP3.4** Infer the intended audience and purpose of a source from information within the source itself.
- 5.SP3.5** Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 5.SP3.6** Construct and present arguments using claims and evidence from multiple sources.
- 5.SP3.7** Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 5.SP4.1** Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.
Events include but are not limited to the American Revolution, Constitutional Convention, Civil War, Reconstruction, westward expansion, industrialism, and urbanization
- 5.SP4.2** Use evidence to develop a claim about the past.
- 5.SP4.3** Summarize the central claim in a secondary source.
- 5.C4.1** Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.
Key concepts can include but are not limited to the purpose of the Declaration of Independence, the creation of the Constitution, the formation and development of social and reform movements, and responses to industrialism and poverty at the turn of the century
- 5G4.1** Describe how economic activities, natural phenomena, and human-made events in one place or region are impacted by interactions with nearby and distant places or regions.

Year Snapshot -Units by Quarters

QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
<u>American Revolution</u>	<u>Civil War/Reconstruction</u>	<u>Industrialization</u>	<u>Westward Expansion</u>
5.C2.1	5.E2.1	5.E3.1	5.E1.1
5.E2.1	5.H2.1	5.E4.2	5.G1.1
5.E4.1	5.H4.1	5.E5.1	5.G3.1
		5.G2.1	
<u>Constitution/Civics</u>			
5.C3.1			
5.C4.2			
5.H2.1			

History and Social Sciences and English Language Arts Crosswalk

Standard	ELA	ELP Standard	Rationale
5.SP1.3, 5.SP2.1	5.RL.1, 5.RL.2, 5.RL.3	Standard 1	When choosing literature to read, look to social studies content for examples. Students can quote accurately from a text, determine themes, and compare and contrast characters. Content Standards to pull literature from include the following: 5.C2.1, 5.C3.1, 5.C4.1, 5.C4.2, 5.E1.1, 5.E2.1, 5.E3.1, 5.E4.1, 5.E4.2, 5.E5.1, 5.G1.1, 5.G2.1, 5.G3.1, 5.G4.1, 5.H2.1, 5.H4.1
5.SP3.4, 5.SP3.5	5.RL.4	Standard 2	When choosing literature to read, look to social studies content for examples. Students can determine the meaning of words, explain how a social studies story fits together and describe point of view. Content Standards to pull literature from include the following: 5.C2.1, 5.C3.1, 5.C4.1, 5.C4.2, 5.E1.1, 5.E2.1, 5.E3.1, 5.E4.1, 5.E4.2, 5.E5.1, 5.G1.1, 5.G2.1, 5.G3.1, 5.G4.1, 5.H2.1, 5.H4.1
	5.RL.5	Standard 1	
	5.RL.6		
5.SP3.2, 5.SP3.5	5.RL.7	Standard 1	
	5.RL.9		
5.SP1.3, 5.SP2.1, 5.SP3.4, 5.SP3.5, 5.C2.1, 5.C3.1, 5.C4.1, 5.E1.1, 5.E2.1, 5.E3.1, 5.E4.1, 5.E5.1, 5.G2.1, 5.G3.1, 5.G4.1, 5.H2.1, 5.H4.1	5.RL.10		Use social studies content in civics, economics, geography, and history to have students independently read grade-level appropriate literature.
5.SP1.3, 5.SP2.1	5.RI.1, 5.RI.2, 5.RI.3	Standard 1	Content Standards to pull informational texts from included the following: 5.C2.1, 5.C3.1, 5.C4.1, 5.C4.2, 5.E1.1, 5.E2.1, 5.E3.1, 5.E4.1, 5.E4.2, 5.E5.1, 5.G1.1, 5.G2.1, 5.G3.1, 5.G4.1, 5.H2.1, 5.H4.1
5.SP1.1, 5.SP1.2, 5.SP1.3, 5.SP2.1, 5.SP3.1, 5.SP3.2, 5.SP3.3, 5.SP3.4, 5.SP3.5	5.RI.4	Standard 2	
	5.RI.5		
	5.RI.6		
5.SP3.6, 5.SP3.7, 5.SP4.1, 5.SP4.2, 5.SP4.3	5.RI.7	Standard 1	
	5.RI.8	Standard 8	
	5.RI.9		
5.SP1.3, 5.SP2.1, 5.SP3.4, 5.SP3.5, 5.C2.1, 5.C3.1, 5.C4.1, 5.E1.1,	5.RI.10		Use social studies content in civics, economics, geography, and history to have students independently read grade-level appropriate informational texts.
5.C2.1, 5.C3.1, 5.C4.1, 5.C4.2, 5.E1.1, 5.E2.1, 5.E3.1, 5.E4.1, 5.E4.2, 5.E5.1, 5.G1.1, 5.G2.1, 5.G3.1, 5.G4.1, 5.H2.1, 5.H4.1	5.W.1	Standards 4, 8, 9	Use the content standards for civics, economics, geography, and history to write opinion pieces, explanatory texts, and narratives. With guidance have students use those same content standards to write research and present their findings.
	5.W.2, 5.W.3	Standards 3,9	
	5.W.4	Standard 9	
	5.W.5	Standard 5	
	5.W.6	Standard 6	
	5.W.7		
	5.W.8, 5.W.9	Standard 7	
	5.W.10		
5.SP3.5, 5.SP3.6, 5.SP3.7 5.SP4.1, 5.SP4.2, 5.SP4.3	5.SL.1	Standard 6	Use the content standards for civics, economics, geography, and history to collaborate with partners in discussions and to practice discussion norms and the appreciation of varied points of view.
	5.SL.2	Standard 1	
	5.SL.3	Standard 8	
5.SP1.1, 5.SP1.2, 5.SP3.1 5.SP3.2, 5.SP3.3, 5.SP3.4	5.SL.4	Standard 2, 4, 7, 9	Students can also use the content standards to tell stories, create recordings and produce complete sentences about what they have read and studied. Use social studies content standards to fulfill this requirement. These include: 5.C2.1, 5.C3.1, 5.C4.1, 5.C4.2, 5.E1.1, 5.E2.1, 5.E3.1, 5.E4.1, 5.E4.2, 5.E5.1, 5.G1.1, 5.G2.1, 5.G3.1, 5.G4.1, 5.H2.1, 5.H4.1
	5.SL.5		
	5.SL.6	Standards 5, 9	
	5.L.1, 5.L.2, 5.L.3	Standard 3, 10	Use social studies stories to identify English conventions, knowledge of the language, and to increase vocabulary and background knowledge to develop better word relationships and word meanings.
	5.L.4, 5.L.5	Standard 2	

	5.L.6	Standards 4, 5, 8	
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Quarter 1			
AZ State Standards	Background Information and Learning Targets	Vocabulary	Curricular Resources
Unit Title: American Revolution			
<p>5.C2.1 Explain how a republic relies on people's responsible participation within the context of key historical events pre-American Revolution to Industrialization.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition); censorship, voting in elections, running for office, working on campaigns, bringing cases to court; civil disobedience, protest movements, and serving in the military 	<ul style="list-style-type: none"> Describe how alliances between Native Americans and colonists affected the French and Indian War. Explain the importance of the Committees of Correspondence. Explain why the colonists refused to accept the new laws passed by parliament. Recognize different points of view about who should govern the colonies. Explain the significance of the Second Continental Congress. Understand the people and events associated with the Declaration of Independence. Tell why the Declaration of Independence is important and identify its key political concepts. 	Commander-in-Chief petition taxation representation treason congress boycott repeal minutemen revolution resolution grievance patriots loyalist inflation profiteering veteran negotiate turning point mercenary enlist campaign delegates	<p><i>Harcourt:</i></p> <ul style="list-style-type: none"> Unit 4 The American Revolution <ul style="list-style-type: none"> Chapter 8 The Colonies Unite; pages 294-332 Chapter 9 - The Revolutionary War; pages 338-372 <p><i>World Book:</i></p> <ul style="list-style-type: none"> Colonial Life French and Indian War American Revolution Stamp Act Continental Congress Intolerable Acts Declaration of Independence Social Studies Power <ul style="list-style-type: none"> The American Revolution English Exploration of North America French Exploration of North America What is Revolution? Abolition of Slavery American Independence Rise Of Democracy The Northeast eBooks <ul style="list-style-type: none"> American Civil War Timelines <ul style="list-style-type: none"> United States: Revolutionary War Years United States: 1787-1860 Dramatic Learning <ul style="list-style-type: none"> The Road to Freedom: America's Fight for Independence
<p>5.E2.1 Compare the benefits and costs of individual choices within the context of key historical events.</p> <ul style="list-style-type: none"> Key concepts can include but are not limited to smuggling during the American Revolution, separating from England, economic powers outlined in the Constitution, slavery, secession, territorial expansion, and unregulated industry 	<ul style="list-style-type: none"> Describe the personal and economic effects of the war. Explain the roles of women, African Americans, and Native Americans during the war. Describe how individuals in different nations contributed to the war's outcome. Understand the hardships of daily life during the Revolutionary War. 		
<p>5.E4.1 Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being</p>	<ul style="list-style-type: none"> Explain the new laws passed after the French and Indian War Identify the laws that caused conflict in the colonies. Analyze the causes and effects of British imperial policies in the thirteen colonies. Understand the significance of new land policies and their impact on Native Americans 		

Unit Title: Constitution/Civics			
<p>5.C3.1 Describe the origins, functions, and structure of the United States Constitution and the three branches of government.</p> <ul style="list-style-type: none"> ● Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, the Articles of Confederation, and the compromises and ratification debates of the Constitutional Convention Key functions of the United States government as outlined in the Preamble ● Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism ● Key organization of the Constitution include the Preamble, seven Articles, and Amendments (including the Bill of Rights) 	<ul style="list-style-type: none"> ● Describe how the Constitution set up the government of the United States ● Explain the importance of the Great Compromise ● Explain the purpose of the Constitution ● Compare the powers and functions of the three branches of government. ● Describe the struggle to get the Constitution approved. ● Explain the key rights guaranteed in the Bill of Rights. ● Describe the development of the United States government. ● Identify the principles of a constitutional government. ● Compare the powers granted to citizens, the federal government, and the states. 	<p>bill legislative branch political party federal system republic compromise separation of powers legislative branch executive branch judicial branch veto impeach justice rule of law amendment ratify Federalists Anti-Federalist reserved powers Cabinet political party checks and balances union sovereignty democracy naturalization</p>	<p><i>Harcourt:</i></p> <ul style="list-style-type: none"> ● Unit 5 A Growing Nation <ul style="list-style-type: none"> ○ Chapter 10 The Constitution; pages 386-423 <p><i>ReadyGEN:</i></p> <ul style="list-style-type: none"> ● Sleuth - On Loyalty to Country pg. 20 ● Sleuth - A Voice for Women pg. 24 <p><i>World Book:</i></p> <ul style="list-style-type: none"> ● Constitution of United States ● Bill of Rights ● Social Studies Power <ul style="list-style-type: none"> ○ Rights of Citizenship ○ What are Civil Rights? ○ Who is a Citizen? Who is a Resident? ○ Rise of Democracy ○ The Role of Government ○ Organization of Government ○ What is a Community? ○ Types of Government <p><i>Do you have a recommendation for curriculum materials that support teaching these concepts? Please email them to jmoritz@gesd40.org</i></p>
<p>5.C4.2 Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools</p>	<ul style="list-style-type: none"> ● Learn how the authority of a democracy comes from its people. ● Use critical-thinking skills to analyze problems and implement solutions. 		
<p>5.H2.1 Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.</p> <ul style="list-style-type: none"> ● Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability 	<ul style="list-style-type: none"> ● Organize and interpret information from maps. ● Identify the symbols of the United States ● Explain how various symbols and artifacts express patriotism ● Use text features, including legends, to interpret maps. 		
Quarter 2			
AZ State Standards	Background Information and Learning Targets	Vocabulary	Curricular Resources
Unit Title: Civil War/Reconstruction			
<p>5.E2.1 Compare the benefits and costs of individual choices within the context of key historical events.</p> <ul style="list-style-type: none"> ● Key concepts can include but are not limited to smuggling during the American Revolution, separating from England, economic powers outlined in the Constitution, slavery, secession, territorial expansion, and unregulated industry. 	<ul style="list-style-type: none"> ● Describe the aim and operation of the Underground Railroad. ● Identify important abolitionists and describe their work. ● Discuss the Emancipation Proclamation and describe its effects. ● Discuss how the 15th Amendment affected citizens who had formerly been denied the right to vote. 	<p>sectionalism diverse economy free state slave state tariff State’s rights fugitive Underground Railroad secede</p>	<p><i>Harcourt:</i></p> <ul style="list-style-type: none"> ● Unit 6 Civil War Times <ul style="list-style-type: none"> ○ Chapter 12 The Civil War; pages 474-513 ○ Chapter 13 A Changing Nation; pages 514-547 <p><i>ReadyGEN:</i></p> <ul style="list-style-type: none"> ● ReadyGen Unit 2

<p>5.H2.1 Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.</p> <ul style="list-style-type: none"> Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability 	<ul style="list-style-type: none"> Analyze sectional differences and events leading to the Civil War. Describe the legislative acts that dealt with slavery. Analyze how the Dred Scott Decision affected the United States. Understand social and economic conditions in Abraham Lincoln’s lifetime. Analyze plans for the Reconstruction. Identify reasons that some Southern States left the Union. Recognize different points of view about state’s rights. 	<p>Confederacy border state artillery civil war emancipate prejudice industry strategy assassinate Reconstruction black codes freedmen sharecropping secret ballot segregation secret ballot segregation</p>	<ul style="list-style-type: none"> Anchor Text The Road to Freedom (Historical Fiction) Sleuth - The Price of Freedom pg. 18 Sleuth - Bound for Kansas pg. 22 <p><i>World Book:</i></p> <ul style="list-style-type: none"> Underground Railroad Emancipation Proclamation Reconstruction Dred Scott Decision Civil War Fifteenth Amendment Social Studies Power <ul style="list-style-type: none"> The American Civil War Abolition of Slavery International Cooperation The Southeast What is Revolution? What is a Civil War? eBooks <ul style="list-style-type: none"> American Civil War Dramatic Learning <ul style="list-style-type: none"> Young Abe Lincoln <p><i>Do you have a recommendation for curriculum materials that support teaching these concepts? Please email them to jmoritz@gesd40.org</i></p>
<p>5.H4.1 Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States’ multicultural society within the historical timeframe.</p>	<ul style="list-style-type: none"> Identify different groups of Americans who contributed to the Civil War effort. Explain the contributions of women to the anti-slavery movement. Describe life on the underground railroad using primary and secondary sources. Analyze the reactions of both Southerners and Northerners to Reconstruction efforts. Discuss how the 15th Amendment affected citizens who had formerly been denied the right to vote. 		

Quarter 3

AZ State Standards	Background Information and Learning Targets	Vocabulary	Curricular Resources
Unit Title: Industrialization			
<p>5.E3.1 Develop an understanding of the characteristics of entrepreneurship within a market economy and apply these characteristics to individuals during the time-period studied.</p> <ul style="list-style-type: none"> Characteristics include but are not limited to risk taking, innovation, and problem solving 	<ul style="list-style-type: none"> Examine the industries and inventions of the late 1800s that changed how people lived. Analyze how new industries and work demands led to the formation of unions. 	<p>Industrial Revolution cotton gin interchangeable parts transcontinental railroad skyscraper petroleum labor union strike collective bargaining time zone tenement reformer settlement house</p>	<p><i>Harcourt:</i></p> <ul style="list-style-type: none"> Unit 5 A Growing Nation <ul style="list-style-type: none"> Chapter 11 The Young Republic Lesson 4; pages 452-457 <p><i>ReadyGEN:</i></p> <ul style="list-style-type: none"> Sleuth - Making a Difference for Immigrants pg. 44 <p><i>World Book:</i></p> <ul style="list-style-type: none"> Industrial Revolution Child Labor Labor Unions
<p>5.E4.2 Analyze how agriculture, new industries, innovative technologies, changes in transportation, and labor impacted the national economy including productivity, supply and demand, and price during the time-period being studied</p>	<ul style="list-style-type: none"> Explain how canals, steamboats, and railroads improved transportation and shipping Describe how new inventions led to the Industrial Revolution. 		

<p>5.E5.1 Generate questions to explain how trade leads to increasing economic interdependence on different nations.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to products that are imported into markets within the United States and products that are exported to other markets in the world 	<ul style="list-style-type: none"> Explain how trade leads to increasing economic interdependence on different nations. Understand the use of different types of graphs, and pose and answer questions about data displayed on different graphs. 		<ul style="list-style-type: none"> Social Studies Power <ul style="list-style-type: none"> Building and Manufacturing Earning Money How Business Works Saving and Spending Conditions of Poverty Impact of Human Activity <p><i>Do you have a recommendation for curriculum materials that support teaching these concepts? Please email them to jmoritz@gesd40.org</i></p>
<p>5.G2.1 Describe how natural and human-caused changes to habitats or climate can impact our world</p>	<ul style="list-style-type: none"> Identify how the population grew and changed after the Civil War. Compare new and old immigrants and describe the challenges both faced Explain how prejudice against immigrants led to regulations on immigration 		

Quarter 4

AZ State Standards	Background Information and Learning Targets	Vocabulary	Curricular Resources
Unit Title: Westward Expansion			
<p>5.E1.1 Give examples of financial risks that individuals and households face within the context of the time period studied</p>	<ul style="list-style-type: none"> Describe how early pioneers met the challenges of frontier life. Explain why President Jefferson agreed to buy Louisiana. Describe the expedition to explore the lands of the Louisiana Purchase. 	<p>pioneer locomotive cotton gin gap pioneer consequence impressment national anthem nationalism assimilate dictator annex ford manifest - destiny cession gold rush forty-niners canal lock Industrial Revolution interchangeable parts prospector boom bust homesteader reservation</p>	<p>Harcourt:</p> <ul style="list-style-type: none"> Unit 5 A Growing Nation <ul style="list-style-type: none"> Chapter 11 The Young Republic Lesson 1, 2 and 3; pages 425-451
<p>5.G1.1 Use and construct maps and graphs to represent changes in the United States.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to physical and human features of the United States, the regions of the United States and their characteristics, geographic location of major events, the growth of the United States through territorial expansion, demographic changes, and the states and their capitals 	<ul style="list-style-type: none"> Identify on a map the land area of the Louisiana Purchase Create a timeline of the pioneers during the westward expansions Construct a map of the land that was surveyed by the Lewis and Clark expedition. Construct a map of the land that was added to the nation between 1840 - 1850 with dates added. 		<p>ReadyGen:</p> <ul style="list-style-type: none"> Unit 4 Explorers: Triumphs and Troubles <p>ReadyGen Leveled Reader:</p> <ul style="list-style-type: none"> Lewis, Clark, and Corps of Discovery Finding A Way: Six Historic Routes <p>World Book:</p> <ul style="list-style-type: none"> Louisiana Purchase California Gold Rush Pioneer Life Western Frontier Life Westward Movement
<p>5.G3.1 Use key historical events with geographic tools to analyze the causes and effects of environmental and technological events on human settlements and migration.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to consequences of territorial expansion on American Indians, the institution of slavery, the positive and negative impact of new technologies on the environment and the growth of cities, and the impact of transportation and infrastructure on settlement and migration 	<ul style="list-style-type: none"> Examine the role Sacagawea played in the Lewis and Clark expedition Examine issues related to Lewis and Clark's expedition. Describe the events of the War of 1812 Explain how Texas became a state Explain the Indian Removal Act and the Trail of Tears. Understand the influence of Sequoyah's writing system on Cherokee culture. Describe how pioneers traveled west on the Oregon and Mormon trails. 		<ul style="list-style-type: none"> Social Studies Power <ul style="list-style-type: none"> English Exploration of North America French Exploration of North America North America The Midwest The Northeast The Southeast

- Tell how the United States gained lands after the Mexican-American War.
- Describe the California gold rush

- [The Southwest](#)
- [The West](#)
- [Producers and Consumers](#)

*Do you have a recommendation for curriculum materials that support teaching these concepts?
Please email them to jmoritz@gesd40.org*