

**Davison Community Schools  
ADVISORY CURRICULUM COUNCIL  
Phase II, April 1, 2012**

<b>Fifth Grade: Integrated U.S. History</b>	
<b>Course Essential Questions:</b>	
<ol style="list-style-type: none"> <li>1. How do the events of the past make us who we are today?</li> <li>2. What effect did the interaction of European, North American and African cultures have on each other?</li> <li>3. Why did different colonial regions develop in North America?</li> <li>4. How did the beliefs of individuals and groups lead to the fight to form an independent nation?</li> <li>5. How did colonial experience and ideas about government influence the development and organization of the United States?</li> </ol>	
<b>Phase II Curriculum</b>	
<b>Unit: Native Americans</b>	
<b>Essential Questions:</b>	<b>Essential Understanding:</b>
<ul style="list-style-type: none"> <li>• Where did American Indians live before European exploration?</li> <li>• How did American Indians adapt/modify the environment to survive?</li> <li>• How can we describe the cultures of American Indians?</li> </ul>	<ul style="list-style-type: none"> <li>• Regions in which Native American groups lived shaped their way of life</li> </ul>
<b>Curriculum Standards</b>	
<p>U1.1.1 – Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland).</p> <p>U1.1.2 – Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment.</p> <p>U1.1.3 – Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property and land use.</p> <p>P3.1.1 Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions.</p> <p>P3.3.1 Compose a short essay expressing a position on a contemporary public policy issue related to the Constitution and justify the position with a reasoned argument.</p> <p>P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.</p> <p>P4.2.2 Participate in projects to help or inform others.</p>	
<b>Knowledge/Content</b>	<b>Skills/Processes</b>
<p>Students will know about....</p> <ul style="list-style-type: none"> <li>• the location of each Native American group</li> <li>• the geographic characteristics of each region</li> <li>• culture includes government, family structure, education, art, religion, economics</li> <li>• adaption to the environment led each Native American group to have different cultural facets depending on their location</li> <li>• Eastern Woodland culture</li> <li>• Southwest and Northwest cultural similarities and differences</li> <li>• contemporary issues related to unit topic based on</li> </ul>	<p>Students will be able to.....</p> <ul style="list-style-type: none"> <li>• map skills</li> <li>• use maps to locate the regions and people groups – Southwest, Northwest, Eastern Woodlands, Great Plains</li> <li>• describe the structure of government, family trade and views on property ownership and land use of the Eastern Woodland group</li> <li>• compare and contrast the Southwest, Northwest environment</li> <li>• explain adaption to the environment of the Southwest, Northwest</li> </ul>

<p>Native American perspective</p> <p><u>Academic vocabulary for this unit:</u></p> <ul style="list-style-type: none"> <li>○ cardinal directions</li> <li>○ intermediate directions</li> <li>○ Prime Meridian</li> <li>○ meridians/longitude</li> <li>○ equator</li> <li>○ parallels/latitude</li> <li>○ continents and oceans</li> <li>○ cultural region</li> <li>○ 5 themes of geography</li> <li>○ environment</li> <li>○ migration</li> <li>○ civilization</li> <li>○ adaptation</li> <li>○ surplus</li> <li>○ irrigation</li> <li>○ confederation</li> <li>○ staple crop</li> <li>○ nomad</li> <li>○ clan</li> <li>○ barter</li> </ul> <p><u>Report Card descriptors for this unit:</u></p> <ul style="list-style-type: none"> <li>● Demonstration of Social Studies Process Skills</li> <li>● Identifies the people and events associated with the development of our nation</li> <li>● Describes the major Native American settlements before the arrival of Europeans</li> </ul>	<ul style="list-style-type: none"> <li>● classify the Native American groups under the 5 themes of geography</li> <li>● identify and express an opinion on a contemporary issue</li> </ul>
<b>Phase III Textbook/Materials</b>	
<b>Phase IV Summative Assessment Evidence</b>	
<b>Common Summative Unit Assessments:</b>	<b>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</b>
<b>Phase V Learning Plan</b>	

<b>Unit: Exploration</b>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What made European sea exploration possible?</li> <li>• What were the causes and consequences of European exploration of the Americas and Africa?</li> <li>• How were the worlds of America, Africa, and Europe alike and different?</li> <li>• How did Europeans, American Indians, and Africans view the meeting of their three worlds?</li> </ul>	<p><b>Essential Understanding:</b></p> <ul style="list-style-type: none"> <li>• Advancements in technology and political developments made sea exploration possible</li> <li>• European sea exploration changed Europe, western Africa and the Americas</li> <li>• Western Africa had an established culture prior to 16<sup>th</sup> century</li> </ul>
<b>Curriculum Standards</b>	
<p>U1.2.1 Explain the technological (e.g., invention of the astrolabe and improved maps), and political developments, (e.g., rise of nation-states), that made sea exploration possible. (<i>National Geography Standard 1, p. 144, C</i>)</p> <p>U1.2.2 Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious). (<i>National Geography Standard 13, p. 169, C, E</i>)</p> <p>U1.3.1 Use maps to locate the major regions of Africa (northern Africa, western Africa, central Africa, eastern Africa, southern Africa). (<i>National Geography Standard 1, p. 144</i>)</p> <p>U1.3.2 Describe the life and cultural development of people living in western Africa before the 16th century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade. (<i>National Geography Standard 10, p. 162</i>)</p> <p>U1.4.1 Describe the convergence of Europeans, American Indians and Africans in North America after 1492 from the perspective of these three groups. (<i>National Geography Standard 10, p. 162</i>)</p> <p>U1.4.2 Use primary and secondary sources (e.g., letters, diaries, maps, documents, narratives, pictures, graphic data) to compare Europeans and American Indians who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use. (<i>National Geography Standard 12, p. 167, C, E</i>)</p> <p>U1.4.3 Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians. (<i>National Geography Standard 10, p. 162, C, E</i>)</p> <p>U1.4.4 Describe the Columbian Exchange and its impact on Europeans, American Indians, and Africans. (<i>National Geography Standard 11, p. 164, E</i>)</p> <p>P3.1.1 Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions.</p> <p>P3.1.2 Use graphic data and other sources to analyze information about a contemporary public issue related to the United States Constitution and evaluate alternative resolutions.</p> <p>P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States.</p> <p>P3.3.1 Compose a short essay expressing a position on a contemporary public policy issue related to the Constitution and justify the position with a reasoned argument.</p> <p>P4.2.2 Participate in projects to help or inform others.</p>	
<b>Knowledge/Content</b>	<b>Skills/Processes</b>
<p>Students will know about....</p> <ul style="list-style-type: none"> <li>• technological inventions that allowed for sea exploration, e.g., improved maps, astrolabe</li> <li>• political developments that led to sea exploration, e.g., the Silk Road was closed and kingdom unification in Europe</li> <li>• European sea exploration had negative consequences for the people of western Africa and the Americas, e.g., slavery and disease</li> <li>• the culture of western Africa</li> <li>• the Columbian Exchange impacted the economy, trade, culture and ideas of Europe, the Americas and western Africa</li> <li>• the motivation and impact of individual European explorers and their sponsors e.g., Columbus,</li> </ul>	<p>Students will be able to.....</p> <ul style="list-style-type: none"> <li>• use map skills</li> <li>• read and label maps of the trade routes to the new world, Asia and western Africa</li> <li>• describe the political developments that led to the sea exploration</li> <li>• explain how technological developments allowed for exploration</li> <li>• locate the major regions of Africa (north, south, east, west)</li> <li>• describe the culture of western Africa</li> <li>• identify and interpret primary and secondary sources as motivation for and consequences of exploration</li> <li>• identify what was traded in the Columbian</li> </ul>

<p>Cortez, Hudson, Champlain, Magellan</p> <ul style="list-style-type: none"> <li>contemporary issues related to unit topic based on Native American perspective</li> </ul> <p><u>Academic vocabulary for this unit:</u></p> <ul style="list-style-type: none"> <li>Columbian Exchange</li> <li>cultural diffusion</li> <li>perspective</li> <li>armada</li> <li>privateers/pirate</li> <li>astrolabe</li> <li>triangular sails</li> <li>embark</li> <li>caravel</li> <li>caravan</li> <li>navigation</li> <li>Northwest Passage</li> <li>Silk Road</li> <li>kingdom</li> <li>circumnavigate</li> <li>profit</li> <li>expedition</li> <li>Conquistador</li> </ul> <p><u>Report Card descriptors for this unit:</u></p> <ul style="list-style-type: none"> <li>Demonstration of Social Studies Process Skills</li> <li>Identifies the people and events associated with the development of our nation</li> <li>Describes the impact of early European exploration</li> <li>Explains how and why different colonial regions developed in North America</li> </ul>	<p>Exchange and its impact on the three worlds</p> <ul style="list-style-type: none"> <li>use case studies of individual explorers to compare the goals and obstacles of European exploration</li> <li>identify and express an opinion on a contemporary issue</li> </ul>
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**Phase III Textbook/Materials**

**Phase IV Summative Assessment Evidence**

<p><b>Common Summative Unit Assessments:</b></p>	<p><b>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</b></p>
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**Phase V Learning Plan**

<b>Unit: English Colonies</b>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How did the geography of North America affect settlement patterns and the economic, political, and cultural development of different colonial regions?</li> <li>• How did cultural differences and similarities between Europeans and American Indians influence their interactions?</li> <li>• How did the institution of slavery affect colonial development and life in the colonies?</li> </ul>	<p><b>Essential Understanding:</b></p> <ul style="list-style-type: none"> <li>• Colonists came to the New World for many different reasons</li> <li>• Regions in which colonists lived shaped their way of life</li> <li>• American core democratic values begin to develop</li> <li>• The relationships between colonists and Native Americans varied</li> <li>• Enslaved Africans became essential to the economic success of some colonies</li> </ul>
<b>Curriculum Standards</b>	
<p>U2.1.1 Describe significant developments in the Southern colonies, including</p> <ul style="list-style-type: none"> <li>• patterns of settlement and control including the impact of geography (landforms and climate) on settlement (<i>National Geography Standard 12, p. 167</i>)</li> <li>• establishment of Jamestown (<i>National Geography Standard 4, p. 150</i>)</li> <li>• development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia) (<i>National Geography Standard 11, p. 164</i>)</li> <li>• relationships with American Indians (e.g., Powhatan) (<i>National Geography Standard 10, p. 162</i>)</li> <li>• development of colonial representative assemblies (House of Burgesses) (<i>National Geography Standard 5, p. 152</i>)</li> <li>• development of slavery</li> </ul> <p>U2.1.2 Describe significant developments in the New England colonies, including</p> <ul style="list-style-type: none"> <li>• patterns of settlement and control including the impact of geography (landforms and climate) on settlement (<i>National Geography Standard 12, p. 167</i>)</li> <li>• relations with American Indians (e.g., Pequot/King Phillip’s War) (<i>National Geography Standard 10, p. 162</i>)</li> <li>• growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies (<i>National Geography Standard 15, p. 173</i>)</li> <li>• the development of government including establishment of town meetings, development of colonial legislatures and growth of royal government (<i>National Geography Standard 13, p. 169</i>)</li> <li>• religious tensions in Massachusetts that led to the establishment of other colonies in New England (<i>National Geography Standard 13, p. 169 C, E</i>)</li> </ul> <p>U2.1.3 Describe significant developments in the Middle Colonies, including</p> <ul style="list-style-type: none"> <li>• patterns of settlement and control including the impact of geography (landforms and climate) on settlement (<i>National Geography Standard 12, p. 167</i>)</li> <li>• the growth of Middle Colonies economies (e.g., breadbasket) (<i>National Geography Standard 7, p. 156</i>)</li> <li>• The Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle Colonies</li> <li>• immigration patterns leading to ethnic diversity in the Middle Colonies (<i>National Geography Standard 10, p. 162, C, E</i>)</li> </ul> <p>U2.1.4 Compare the regional settlement patterns of the Southern colonies, New England, and the Middle Colonies. (<i>National Geography Standard 12, p. 167</i>)</p> <p><b>U2.2 European Slave Trade and Slavery in Colonial America</b></p> <p>U2.2.1 Describe Triangular Trade including</p> <ul style="list-style-type: none"> <li>• the trade routes</li> <li>• the people and goods that were traded</li> <li>• the Middle Passage</li> <li>• its impact on life in Africa (<i>National Geography Standards 9, and 11; pp. 160 and 164 E</i>)</li> <li>•</li> </ul> <p>U2.2.2 Describe the life of enslaved Africans and free Africans in the American colonies.</p> <p>U2.2.3 Describe how Africans living in North America drew upon their African past (e.g., sense of family, role of oral tradition) and adapted elements of new cultures to develop a distinct African American culture.</p>	

**U2.3 Life in Colonial America**

U2.3.1 Locate the New England, Middle, and Southern colonies on a map. (*National Geography Standard 3 p. 148*)

U2.3.2 Describe the daily life of people living in the New England, Middle, and Southern colonies. (*National Geography Standards 14 and 15; pp. 171 and 173*)

U2.3.3 Describe colonial life in America from the perspectives of at least three different groups of people (e.g., wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians). (*National Geography Standard 6, p. 154*)

U2.3.4 Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants). (E)

U2.3.5 Make generalizations about the reasons for regional differences in colonial America. (*National Geography Standard 6, p. 154*)

P3.1.1 Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions.

P3.1.2 Use graphic data and other sources to analyze information about a contemporary public issue related to the United States Constitution and evaluate alternative resolutions.

P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States.

P3.3.1 Compose a short essay expressing a position on a contemporary public policy issue related to the Constitution and justify the position with a reasoned argument.

P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.

P4.2.2 Participate in projects to help or inform others.

<b>Knowledge/Content</b> Students will know about....	<b>Skills/Processes</b> Students will be able to.....
<ul style="list-style-type: none"> <li>• reasons why colonists came to the New World, e.g., gold, religious freedom, land, chance for a new start</li> <li>• New England, Middle and Southern colonies:               <ul style="list-style-type: none"> <li>○ Location</li> <li>○ founder and reason for establishment</li> <li>○ geographic features</li> <li>○ government,</li> <li>○ religion,</li> <li>○ economics</li> <li>○ family life</li> <li>○ education</li> <li>○ relationship with Native Americans</li> <li>○ views of and need for slave labor</li> </ul> </li> <li>• triangular trade               <ul style="list-style-type: none"> <li>○ trade routes</li> <li>○ what was traded</li> <li>○ Middle Passage</li> <li>○ impact on life in Africa</li> </ul> </li> <li>• the life of enslaved and free Africans in the American colonies, e.g., drawing upon their past and adapting to their new environment</li> <li>• contemporary issues related to unit topic based on Native American and or African American perspective</li> </ul> <p><u>Academic vocabulary for this unit:</u></p> <ul style="list-style-type: none"> <li>○ colony</li> <li>○ charter</li> <li>○ triangular trade</li> <li>○ free market economy</li> </ul>	<ul style="list-style-type: none"> <li>• use maps to locate colonies</li> <li>• explain reasons why colonists came to the New World</li> <li>• describe the colonial regions, including:               <ul style="list-style-type: none"> <li>○ location</li> <li>○ founder and reason for establishment</li> <li>○ geographic features</li> <li>○ government,</li> <li>○ religion</li> <li>○ economics</li> <li>○ family life</li> <li>○ education</li> <li>○ relationship with Native Americans</li> <li>○ views of and need for slave labor</li> </ul> </li> <li>• make generalizations about the reasons for the regional differences in colonial America</li> <li>• describe the Triangular Trade, including:               <ul style="list-style-type: none"> <li>○ trade routes</li> <li>○ what was traded</li> <li>○ Middle Passage</li> <li>○ impact on life in Africa</li> </ul> </li> <li>• compare the lives of enslaved Africans to free Africans in the American colonies, include how they adapted their way of life and drew upon their past</li> <li>• describe colonial life based on the perspective of different people living in a colony</li> <li>• explain the development of the colonial work force including indentured servants and slave labor</li> <li>• identify and express an opinion on a contemporary</li> </ul>

<ul style="list-style-type: none"> <li>○ free enterprise</li> <li>○ apprentice</li> <li>○ indentured servant</li> <li>○ merchant</li> <li>○ dissenter</li> <li>○ refuge</li> <li>○ legislature</li> <li>○ House of Burgesses</li> <li>○ diversity</li> <li>○ labor force</li> <li>○ proprietor</li> <li>○ export</li> <li>○ import</li> <li>○ Middle Passage</li> <li>○ settlement</li> <li>○ slavery</li> <li>○ tolerance</li> </ul> <p><u>Report Card descriptors for this unit:</u></p> <ul style="list-style-type: none"> <li>● Demonstration of Social Studies Process Skills</li> <li>● Identifies the people and events associated with the development of our nation</li> <li>● Explains how and why different colonial regions developed in North America</li> <li>● Understands the causes and consequences of the American Revolution</li> </ul>	<p>issue</p>
<b>Phase III Textbook/Materials</b>	
<b>Phase IV Summative Assessment Evidence</b>	
<p><b>Common Summative Unit Assessments:</b></p>	<p><b>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</b></p>
<b>Phase V Learning Plan</b>	

<b>Unit: American Revolution</b>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How did economic issues and political experiences and ideas affect the relationship between Great Britain and the colonies?</li> <li>• How and why did people in different colonial regions unite against Great Britain?</li> <li>• How did individuals or groups influence the course of the war?</li> <li>• What were the consequences of the American Revolution?</li> </ul>	<p><b>Essential Understanding:</b></p> <ul style="list-style-type: none"> <li>• The colonists were dissatisfied with British rule</li> <li>• The American Revolution was a war of ideas</li> <li>• The American Revolution’s success was based on the ideas, actions and efforts of individuals and groups</li> <li>• There were many and varied consequences of the American Revolution</li> <li>• The thirteen English colonies became The United States of American</li> </ul>
<b>Curriculum Standards</b>	
<p>U3.1.1 Describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy. (<i>National Geography Standard 13 p. 169 C, E</i>)</p> <p>U3.1.2 Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.</p> <p>U3.1.3 Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British and colonial views on authority and the use of power without authority differed (views on representative government).</p> <p>U3.1.4 Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation). (C)</p> <p>U3.1.5 Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so. (C)</p> <p>U3.1.6 Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.</p> <p>U3.1.7 Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence. (C)</p> <p>U3.1.8 Identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.</p> <p>U3.2.1 Describe the advantages and disadvantages of each side during the American Revolution with respect military leadership, geography, types of resources, and incentives.</p> <p>U3.2.2 Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution.</p> <p>U3.2.3 Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war.</p> <p>U3.2.4 Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries).</p> <p>P3.1.1 Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions.</p> <p>P3.1.2 Use graphic data and other sources to analyze information about a contemporary public issue related to the United States Constitution and evaluate alternative resolutions.</p> <p>P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States.</p> <p>P3.3.1 Compose a short essay expressing a position on a contemporary public policy issue related to the Constitution and justify the position with a reasoned argument.</p> <p>P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.</p> <p>P4.2.2 Participate in projects to help or inform others.</p>	
<b>Knowledge/Content</b>	<b>Skills/Processes</b>
Students will know about....	Students will be able to.....
<p>Colonist were unhappy with British rule because:</p> <ul style="list-style-type: none"> <li>• French and Indian War- fought over the Ohio River Valley</li> <li>• Proclamation of 1763-prohibited expansion</li> <li>• Stamp Act - British needed more money to</li> </ul>	<ul style="list-style-type: none"> <li>• identify cause and effect of historical events of the time and how they relate to each other</li> <li>• describe the role of the French and Indian War and how the British policy toward colonies in America changed after 1763</li> </ul>

<p>pay war debts</p> <ul style="list-style-type: none"> <li>• The Townshend Acts</li> <li>• Boston Massacre</li> <li>• The Intolerable Acts- power without authority</li> <li>• taxation without representation</li> </ul> <p>Colonist response to British policy:</p> <ul style="list-style-type: none"> <li>• Continued to settle in disputed territory</li> <li>• Stamp Act Congress</li> <li>• Sons and Daughters of Liberty</li> <li>• Boston Tea Party</li> <li>• Committees of Correspondence</li> <li>• First Continental Congress</li> <li>• Second Continental Congress</li> <li>• Declaration of Independence</li> </ul> <p>Revolutionary War:</p> <ul style="list-style-type: none"> <li>• Key Battles of the war: <ul style="list-style-type: none"> <li>• Lexington and Concord – shot heard around the world</li> <li>• Bunker Hill – Patriots proved they could fight well</li> <li>• Valley Forge – renewed military readiness</li> <li>• Battle of Saratoga – turning point of war – French joined the American cause</li> <li>• Battle of Yorktown – British surrendered</li> </ul> </li> </ul> <p>Key individuals and the roles they played:</p> <ul style="list-style-type: none"> <li>• George Washington – commanded the Continental Army</li> <li>• Thomas Jefferson – wrote the Declaration of Independence</li> <li>• Benjamin Franklin – persuaded the French to aid the American revolutionaries</li> <li>• Patrick Henry – motivated colonists to revolt by his passionate speeches</li> <li>• Samuel Adams – organized protests</li> <li>• John Adams – united colonies through Committees of Correspondence</li> <li>• Thomas Paine – wrote <i>Common Sense</i></li> <li>• African Americans, women, Native Americans, French , Germans etc...</li> </ul> <ul style="list-style-type: none"> <li>• significance of Treaty of Paris – establishment of the United States and its boundaries</li> <li>• contemporary issues related to unit topic based on Native American and or African American perspective</li> </ul>	<ul style="list-style-type: none"> <li>• explain colonists growing dissatisfaction with British rule and how it led to the beginning of the American Revolution</li> <li>• examine the differing views of authority from the perspective of the British and the colonists</li> <li>• understand the importance of the Declaration of Independence</li> <li>• use a graphic organizer and or timeline to sequence events leading up to and including the American Revolution</li> <li>• analyze the military advantages and disadvantages of the British and Colonists during the Revolutionary War</li> <li>• identify and describe the role of key individuals during this time period</li> <li>• analyze the key battles and their effects on the war</li> <li>• describe the significance of the Treaty of Paris</li> <li>• identify and express an opinion on a contemporary issue</li> </ul>
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<p>Academic vocabulary for this unit:</p> <ul style="list-style-type: none"> <li>○ parliament</li> <li>○ loyalist</li> <li>○ patriot</li> <li>○ liberty</li> <li>○ sovereignty</li> <li>○ tyranny</li> <li>○ unalienable rights</li> <li>○ Declaration of Independence</li> <li>○ taxation</li> <li>○ act</li> <li>○ treaty</li> <li>○ Continental Congress</li> <li>○ compromise</li> <li>○ proclamation</li> <li>○ revolution</li> <li>○ militia/Minutemen</li> <li>○ inflation</li> <li>○ boycott</li> <li>○ scarcity</li> </ul> <p><u>Report Card descriptors for this unit:</u></p> <ul style="list-style-type: none"> <li>● Demonstration of Social Studies Process Skills</li> <li>● Identifies the people and events associated with the development of our nation</li> <li>● Explains how and why different colonial regions developed in North America</li> <li>● Understands the causes and consequences of the American Revolution</li> </ul>	
<b>Phase III Textbook/Materials</b>	
<b>Phase IV Summative Assessment Evidence</b>	
<b>Common Summative Unit Assessments:</b>	<b>Agreed Upon Interim Summative Assessments:</b> (*identifies Performance Task)
<b>Phase V Learning Plan</b>	

<b>Unit: Government</b>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How did the government work under the Articles of Confederation?</li> <li>• Why was the Constitution written?</li> <li>• Why did the Framers want to limit the power of government?</li> <li>• How does the Constitution divide power between the federal and state governments?</li> <li>• Why did people favor including a Bill of Rights in the Constitution?</li> <li>• How are core democratic ideals represented in the Constitution?</li> </ul>	<p><b>Essential Understanding:</b></p> <ul style="list-style-type: none"> <li>• The first form of government was created by the Articles of Confederation and it was inadequate</li> <li>• The formation of the United States Constitution addressed the multiple challenges facing the new nation</li> <li>• The structure of the United States Constitution evolves to meet the needs of the people</li> </ul>
<b>Curriculum Standards</b>	
<p>U3.3.1 Describe the powers of the national government and state governments under the Articles of Confederation. (C)</p> <p>U3.3.2 Give examples of problems the country faced under the Articles of Confederation (e.g., lack of national army, competing currencies, reliance on state governments for money). (<i>National Geography Standard 13, p. 169, C</i>)</p> <p>U3.3.3 Explain why the Constitutional Convention was convened and why the Constitution was written. (C)</p> <p>U3.3.4 Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution (Great Compromise, Three-Fifths Compromise). (<i>National Geography Standard 9, p. 160, C</i>)</p> <p>U3.3.5 Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights). (C)</p> <p>U3.3.6 Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (e.g., enumerated and reserved powers). (C)</p> <p>U3.3.7 Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification. (C)</p> <p>U3.3.8 Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution</p> <p>P3.1.1 Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions.</p> <p>P3.1.2 Use graphic data and other sources to analyze information about a contemporary public issue related to the United States Constitution and evaluate alternative resolutions.</p> <p>P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States.</p> <p>P3.3.1 Compose a short essay expressing a position on a contemporary public policy issue related to the Constitution and justify the position with a reasoned argument.</p> <p>P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.</p> <p>P4.2.2 Participate in projects to help or inform others.</p>	
<b>Knowledge/Content</b>	<b>Skills/Processes</b>
<p>Students will know about....</p> <ul style="list-style-type: none"> <li>• Articles of Confederation: <ul style="list-style-type: none"> <li>○ powers of the national and state governments</li> <li>○ Strengths – treaties with countries, formed new territories, print and borrow money, limited power of central government</li> <li>○ weaknesses – lack of national army, competing currencies, reliance on state governments for money, could not tax, could not regulate trade between states or countries</li> </ul> </li> <li>• Constitution: <ul style="list-style-type: none"> <li>○ Constitutional convention called to correct the problems of the Articles of Confederation</li> </ul> </li> </ul>	<p>Students will be able to.....</p> <ul style="list-style-type: none"> <li>• explain the purpose for creating the Articles of Confederation as the first form of national government</li> <li>• identify the strengths and weaknesses of the Articles of Confederation</li> <li>• explain how the problems the country faced under the Articles of Confederation led to the Constitutional Convention</li> <li>• explain why Framers wanted to limit the power of government</li> <li>• describe the principle of federalism and how the Constitution distributes power among the levels of government</li> </ul>

<ul style="list-style-type: none"> <li>○ decision to create a new document led to the writing of the Constitution which strengthened the US government and limited the powers of the states</li> <li>○ compromises were made to deal with opposing viewpoints about representation <ul style="list-style-type: none"> <li>▪ Three-Fifths Compromise</li> <li>▪ Great Compromise</li> </ul> </li> <li>● Bill of Rights: <ul style="list-style-type: none"> <li>○ necessary for the ratification of the Constitution</li> <li>○ first ten amendments of the Constitution</li> <li>○ created to protect individual rights and limit the power of federal government</li> <li>○ reflect core democratic values</li> </ul> </li> <li>● contemporary issues related to unit topic based on the minority perspective</li> </ul> <p><u>Academic vocabulary for this unit:</u></p> <ul style="list-style-type: none"> <li>○ federalism</li> <li>○ separation of powers</li> <li>○ constitution</li> <li>○ Articles of Confederation</li> <li>○ ratification</li> <li>○ Amendment</li> <li>○ checks and balances</li> <li>○ popular sovereignty</li> <li>○ Framers/Founding Fathers</li> <li>○ Bill of Rights</li> <li>○ representative government</li> <li>○ treaty</li> <li>○ currency</li> <li>○ republic</li> <li>○ Federalist/Anti-Federalist</li> <li>○ compromise</li> </ul> <p><u>Report Card descriptors for this unit:</u></p> <ul style="list-style-type: none"> <li>● Demonstration of Social Studies Process Skills</li> <li>● Identifies the people and events associated with the development of our nation</li> <li>● Understands the causes and consequences of the American Revolution</li> <li>● Understands the development and organization of our government</li> </ul>	<ul style="list-style-type: none"> <li>● identify the major compromises regarding representation</li> <li>● explain the importance of the Bill of Rights and why it was promised to be included in the Constitution before it could be ratified</li> <li>● describe the rights of individual found in the first four amendments</li> <li>● identify and express an opinion on a contemporary issue</li> </ul>
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**Phase III Textbook/Materials**

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**Phase IV Summative Assessment Evidence**

**Common Summative Unit Assessments:**

**Agreed Upon Interim Summative Assessments:** (\*identifies Performance Task)

**Phase V Learning Plan**