A. Geography

*Students know the location of places, geographic features, and patterns of the environment.*


A.5.2. Describe location of US using North and West hemisphere. (A.8.1, A.8.2)

A.5.3. Describe and apply knowledge of latitude and longitude to identify a given place. (A.8.1, & A.8.2)

A.5.4. Locate all states based on geographical region. (A.8.1, A.8.2)


SW: Arizona, New Mexico, Oklahoma, Texas

MW: Minnesota, Wisconsin, North & South Dakota, Iowa, Indiana, Kansas, Ohio, Michigan, Illinois, Missouri, Nebraska


SE: Maryland, Virginia, West Virginia, Kentucky, Tennessee, North & South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, Arkansas
A.5.5. Locate important geographical features per region. (A.8.1, A.8.2)
W: Pacific Ocean, Rocky Mountains
MW: Mississippi River, Great Plains, Great Lakes
NE: Appalachian Mountains, Atlantic Ocean
SE: Mississippi River, Atlantic Ocean, Gulf of Mexico

A.5.6. Understand why respective states are included in their regions. (A.8.1, A.8.2)

A.5.7. Compare regions by climate and geographical features. (A.8.1, A.8.2)

A.5.8. Explain how different regions use their environment and resources to meet their needs. (A.8.1, A.8.2)

A.5.9. Describe the different migration theories of the first Americans. (A.8.1, A.8.2, A.8.7)

A.5.10. Explain how different Native Americans use their environment and resources to meet their needs. (A.8.1, A.8.2, A.8.7)

A.5.11. Explain the influence European explorers had on US exploration. (A.8.7)

A.5.12. Know the location of specific colonies. (A.8.2)

New England: Massachusetts, New Hampshire, Connecticut, Rhode Island
Middle: New York, Pennsylvania, New Jersey, Delaware
Southern: Maryland, Virginia, North Carolina, South Carolina, Georgia

B. History
Students will understand the history of the local community and Wisconsin and how communities in North America varied long ago

B.5.1. Explain the benefits of cooperation between Native Americans and European explorers. (B.8.2, B.8.10)
B.5.2. Explain the causes of conflict between Native Americans and European explorers. (B.8.2, B.8.10)

B.5.3. Know some influential people and how they impacted colonization. (Puritans, Hutchinson, Rogers, Penn, John Smith, Quakers, Calverts, Oglethorpe) (B.8.7)

B.5.4. Identify the major source of conflict between Native Americans and settlers. (B.8.10)

B.5.5. Describe the major contributing events/factors of the American Revolution. (B.8.2, B.8.3, B.8.7)

B.5.6. Interpret the meaning and importance of the Declaration of Independence, as related to democracy’s basic principles. (B.8.6)

B.5.7. Know some influential people and how they impacted the Revolutionary War and social change. (George Washington, Benjamin Franklin, Samuel Adams, Thomas Jefferson, Paul Revere (B.8.7)

B.5.8. Describe the benefits of cooperation among the colonies. (B.8.10)

B.5.9. Cite examples of how the colonists received help during the Revolution and how this impacted the outcome of the war. (B.8.10)

C. Government

Students will understand the Purpose and principles of government.

C.5.1. Identify and explain the development of democracy’s basic principles. (C.8.1)

C.5.2. Interpret the meaning and importance of the Declaration of Independence, as related to democracy’s basic principles. (C.8.1, C.8.2)
C.5.3. Interpret the meaning and importance of the Articles of Confederation, as related to the beginning of our nation’s government. (C.8.2)

D. Economics

*Students will understand economical concepts.*

D.5.1. Explain how different Native Americans use their environment and resources to meet their needs (Arctic, Northwest, Eastern Woodlands, Plains, and Southwest). (D.8.7)

D.5.2. Know examples of costs and benefits of exploring. (D.8.2)

D.5.3. Identify major economic reasons for exploration. (D.8.7)

D.5.4. Explain how different colonial regions use their environment and resources to meet their needs. (D.8.7)

D.5.5. Identify and explain various points of view concerning taxation. (D.8.6)

E. Citizenship and Culture/ Behavior Sciences

*Students will recognize and understand individual, cultural, and institutional forces that define and affect human behavior.*

E.5.1. Explain how different Native Americans use their environment and resources to meet their needs. (E.8.5)

E.5.2. Identify major religious reasons for exploration. (E.8.9)

E.5.3. Explain the influence European explorers had on US exploration. (E.8.9)

E.5.4. Analyze how the perception of exploration changed over time. (E.8.8)

E.5.5. Explain the benefits of cooperation between Native Americans and European explorers. (E.8.14)
E.5.6. Explain the causes of conflict between Native Americans and European explorers. (E.8.14)

E.5.7. Explain the difference between Native American beliefs on land ownership to that of the colonists. (E.8.11)

E.5.8. Analyze the role of race and socioeconomic status of people in the southern colonies. (E.8.6)

E.5.9. Understand the cultural contributions of European explorers and the land they claimed. (E.8.9)

E.5.10. Describe the development of our educational system. (E.8.5)

E.5.11. Know some influential people who impacted the Revolutionary War and social change. (E.8.4)

E.5.12. Describe the benefits of cooperation among the colonies. (E.8.14)

E.5.13. Cite examples of how the colonists received help during the Revolution and how this impacted the outcome of the war. (E.8.14)

F. Technology and Society
Students understand how new ideas and tools change the way people live.

F.5.1. Discuss how improvement in technology and communication furthered exploration. (A.8.10, B.8.8, E.8.8)

G. Social Studies Skills
Students will blend reading, writing, and study skills into social studies content.


G.5.2. Identify causes and effects of major events of the American Revolution.
G.5.3. Research, organize, and prepare a presentation on a group of explorers: Spanish, French, or English.

G.5.4. Research, organize, and write an expository paper on the key events of the American Revolution.
<table>
<thead>
<tr>
<th>Topic-Unit</th>
<th>Learning Targets</th>
<th>Materials</th>
<th>Days</th>
</tr>
</thead>
</table>
| US Regions         | • Label North American countries on a map, as well as Washington D.C. (Canada, US, Mexico)  
|                    | • Describe location of US using North and West hemisphere                         | *Harcourt Social Studies Text*                                            | 25   |
|                    | • Describe and apply knowledge of latitude and longitude to identify a given place | *Map Skills: Latitude and Longitude*                                      |      |
|                    | • Locate all states based on geographical region                                 | • Pgs. 20-21                                                              |      |
|                    | • Locate important geographical features per region                              |                                                                           |      |
|                    | • Understand why respective states are included in their regions                 |                                                                           |      |
|                    | • Compare regions by climate and geographical features                           |                                                                           |      |
|                    | • Explain how different regions use their environment and resources to meet their needs |                                                                           |      |
|                    | • Compare and contrast US geographical regions                                   |                                                                           |      |
| Native Americans   | • Describe the different migration theories of first Americans                   | *Harcourt Social Studies Text*                                            | 20   |
|                    | • Explain how different Native Americans use their environment and resources to meet their needs | • Chapter 2: Lessons 1-3                                                  |      |
|                    | • Compare and contrast Native American groups                                    |                                                                           |      |
Grade Level: 5th Grade

Content Areas: Social Studies

Quarter: 2

<table>
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<tr>
<th>Topic-Unit</th>
<th>Learning Targets</th>
<th>Materials</th>
<th>Days</th>
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</table>
| Native Americans | • Describe the different migration theories of the first Americans  
• Explain how different Native Americans use their environment and resources to meet their needs  
• Compare and contrast Native American groups | *Harcourt Social Studies Text*  
• Chapter 2: Lessons 4-5 | 15 |
| Exploration | • Know examples of costs and benefits of exploring  
• Identify major economic and religious reasons for exploration  
• Explain the influence European explorers had on US exploration  
• Discuss how improvements in technology and communication furthered exploration  
• Analyze how the perception of exploration changed over time  
• Explain the benefits of cooperation between Native Americans and European explorers  
• Explain the causes of conflict between Native Americans and European explorers  
• Describe and apply knowledge of latitude and longitude to identify a given place (revisit)  
• Research, organize, and prepare a presentation on a group of explorers: Spanish, French, or English | *Harcourt Social Studies Text*  
• Chapter 2: Lessons 1-4 | 30 |
Grade Level: 5th Grade

Content Areas: Social Studies

Quarter: 3

<table>
<thead>
<tr>
<th>Topic-Unit</th>
<th>Learning Targets</th>
<th>Materials</th>
<th>Days</th>
</tr>
</thead>
</table>
| Colonization | • Know the location of specific colonies. (13 colonies)  
• Know some influential people who impacted colonization  
Puritans, Hutchinson, Rogers, Penn, John Smith, Quakers, Calverts, Oglethorpe  
• Identify the major source of conflict between Native Americans and settlers  
• Identify and explain the development of democracy’s basic principles (i.e.— freedom of speech, religion, trial by jury, self-government)  
• Explain the difference between Native American beliefs on land ownership to that of the colonists  
• Explain how different colonial regions use their environment and resources to meet their needs  
• Analyze the role of race and socioeconomic status of people in the southern colonies  
• Understand the cultural contributions of European explorers and the land they claimed  
• Example the development of our educational system  
• Compare and contrast colonial regions | Harcourt Social Studies Text  
• Chapter 4: Lessons 1-4  
• Chapter 5: Lessons 1-3  
• Chapter 6: Lessons 1-3  
• Chapter 7: Lessons 1-3 | 45 |
Grade Level: 5th Grade

Quarter: 4

<table>
<thead>
<tr>
<th>Topic-Unit</th>
<th>Learning Targets</th>
<th>Materials</th>
<th>Days</th>
</tr>
</thead>
</table>
| American Revolution    | • Describe the major contributing events/factors of the American Revolution  
                         • Interpret the meaning and importance of the Declaration of Independence, as related to democracy’s basic principles  
                         • Interpret the meaning and importance of the Articles of Confederation, as related to the beginning of our nation’s government  
                         • Know some influential people who impacted the Revolutionary War and social change  
                         • Describe the benefits of cooperation among the colonies  
                         • Identify and explain various points of view concerning taxation  
                         • Cite examples of how the colonists received help during the Revolution and how this impacted the outcome of the war  
                         • Identify causes and effects of the major events of the American Revolution  
                         • Research, organize, and write an expository on the key events of the American Revolution | Harcourt Social Studies Text  
|                         | • Chapter 8: Lessons 1-5  
                         • Critical Thinking Skills Page 332-333  
                         • Chapter 9: Lessons 2-3 | 45               |