

# FAME Public Charter School

Scope and Sequence: Grade Fifth

Page 1

<b>Subject/Unit Title: Social Studies: America Will Be</b>				
<b>Estimated Time Frame (#of Days): 20- 33</b>				
<b>Unit 1: The United States: Past and Present</b>				
<b>Chapter Title</b>	<b>Lesson Title</b>	<b>Objectives</b>	<b>CA State Standards</b>	<b>Assessments</b>
1 A Nation of Many Peoples  Estimated Time Frame (#of Days): 7-10	<b>Lesson 1: A Tale of One City</b>	<ol style="list-style-type: none"> <li>1. Describe the cultural diversity of New Orleans.</li> <li>2. Locate the Mississippi River and explain its influence on the city of New Orleans</li> <li>3. Compare the kind of cultural pluralism in New Orleans to that throughout the United States.</li> <li>4. Identify major aspects of the experience of immigrants in the United States.</li> </ol>	<i>Framework Concept: Diversity</i> The city of New Orleans, Louisiana, like the entire United States, is a rich example of cultural diversity.	Review Questions Workbook/ Reading support
	<b>Lesson 2: A Land of Immigrants</b>	<ol style="list-style-type: none"> <li>1. Define immigrant and migration and relate these terms to America’s diversity.</li> <li>2. Identify causes of immigration.</li> <li>3. Describe the difficult journey to the United States that most immigrants have undertaken.</li> <li>4. Describe how life in</li> </ol>	<i>Framework Concept: Diversity</i> Immigration to the United States has made this country a pluralistic society.	Review Questions Workbook/ Reading support

# FAME Public Charter School

Scope and Sequence: Grade Fifth

		the United States is different from life in the home country for most immigrants.		
	<b>Lesson 3: A Country of Many Cultures</b>	<ol style="list-style-type: none"> <li>1. Identify the benefits and challenges of living in a pluralistic culture.</li> <li>2. Define ethnic custom and give examples if ethnic customs.</li> <li>3. Define prejudice and explain how it creates problems in pluralistic culture.</li> </ol>	<i>Framework Concept: Diversity</i> A pluralistic culture both benefits and challenges America.	Review Questions Workbook/ Reading support
	<b>Chapter Review</b>			Chapter Test
2 This Land of Ours  Estimated Time Frame (#of Days): 9-13	<b>Lesson 1: Understanding Geography</b>	<ol style="list-style-type: none"> <li>1. Define geography</li> <li>2. Explain how the geography of the earth is affected by movement and interaction.</li> </ol>	<i>Framework Concept: Interconnectedness</i> Studying geography helps us understand the interconnectedness of people and their environment.	Review Questions Workbook/ Reading support
	<b>Lesson 2:</b>	<ol style="list-style-type: none"> <li>1. Define regions.</li> <li>2. Explain how regions</li> </ol>	<i>Framework Concept:</i>	Review Questions Workbook/ Reading support

# FAME Public Charter School

Scope and Sequence: Grade Fifth

	<b>Regions of America</b>	<p>show differences and reveal patterns.</p> <ol style="list-style-type: none"> <li>3. Explain the idea of global interdependence.</li> <li>4. Identify ways the geographers divide the United States into regions.</li> </ol>	<i>Diversity</i> Regions can show the similarities and differences between areas.	
	<b>Lesson 3: Studying Globes and Maps</b>	<ol style="list-style-type: none"> <li>1. Identify the Northern, Southern, Eastern, and Western hemispheres.</li> <li>2. Explain how latitude and longitude can be used to locate places on the earth.</li> <li>3. Explain why all flat maps show a distorted view of the world.</li> <li>4. Use latitude and longitude lines on a map to locate U.S. cities.</li> </ol>	<i>Framework Concept: Technology</i> Globes and maps are examples of technologies used to show and find places on the earth.	Review Questions Workbook/ Reading support
	<b>Lesson 4: Stories Maps Tell</b>	<ol style="list-style-type: none"> <li>1. Identify physical and historical maps.</li> <li>2. Explain how the information on maps can tell stories about places, people, and the past.</li> </ol>	<i>Framework Concepts: Continuity and Change</i> Maps can show how places have stayed the same and how places have changed over time.	Review Questions Workbook/ Reading support
	<b>Chapter Review</b>			Chapter Test

# FAME Public Charter School

Scope and Sequence: Grade Fifth

<p>3 Clues to Our Past</p> <p>Estimated Time Frame (#of Days): 7-10</p>	<p><b>Lesson 1: What Is History?</b></p>	<ol style="list-style-type: none"> <li>1. Define history.</li> <li>2. Explain how historians learn about the past.</li> <li>3. Explain why timelines are helpful to historians.</li> <li>4. Explain the importance of interpretation in the study of history.</li> </ol>	<p><i>Framework Concept: Continuity</i> People learn about the past by looking at historical events and interpreting evidence.</p>	<p>Review Questions Workbook/ Reading support</p>
	<p><b>Lesson 2: What Does a Historian Do?</b></p>	<ol style="list-style-type: none"> <li>1. Explain the importance of primary sources to historians.</li> <li>2. Identify the characteristics of primary source.</li> <li>3. Specify the information historians can get from a variety of sources.</li> <li>4. Explain why literature, visual arts, and artifacts are helpful to historians.</li> <li>5. Use artifacts to draw conclusions about the lives of people in the past.</li> </ol>	<p><i>Framework Concept: Continuity</i> Historians study the past by interpreting primary sources.</p>	<p>Review Questions Workbook/ Reading support</p>
	<p><b>Lesson 3: Why Study History?</b></p>	<ol style="list-style-type: none"> <li>1. Explain how studying history helps us understand the people around us.</li> <li>2. Explain how studying</li> </ol>	<p><i>Framework Concept: Continuity</i> Studying history helps us feel empathy with people of</p>	<p>Review Questions Workbook/ Reading support</p>

# FAME Public Charter School

Scope and Sequence: Grade Fifth

		history helps us understand the world we live in.	the past and understand our world history.	
	<b>Chapter Review</b>			Chapter Test

<b>Subject/Unit Title: Social Studies: America Will Be</b>				
<b>Estimated Time Frame (#of Days): 24- 34</b>				
<b>Unit 2: Exploring and Settling America</b>				
<b>Chapter Title</b>	<b>Lesson Title</b>	<b>Objectives</b>	<b>CA State Standards</b>	<b>Assessments</b>
4 The First People of Americas  Estimated Time Frame (#of Days): 7-10	<b>Lesson 1: <i>People Come to the Americas</i></b>	<ol style="list-style-type: none"> <li>1. Explain the origin of Bering land bridge.</li> <li>2. Explain why hunters came to the Americas.</li> <li>3. Describe the diversity of American Indian cultures in A.D. 1500.</li> </ol>	<i>Framework Concept: Change</i> For about the past 25,000 years, changes in the environment have affected how people live and where people live in the Americas.	Review Questions Workbook/ Reading support
	<b>Lesson 2: <i>Four American Indian Cultures</i></b>	<ol style="list-style-type: none"> <li>1. Describe how cultures are shaped by environment.</li> <li>2. Explain how American Indian religious beliefs reflected concerns for survival in a</li> </ol>	<i>Framework Concept: Diversity</i> Four American Indian cultures were affected by their surroundings in the way they lived, what they ate, and how they made	Review Questions Workbook/ Reading support

# FAME Public Charter School

Scope and Sequence: Grade Fifth

		<p>specific environment.</p> <ol style="list-style-type: none"> <li>Describe how art, stories, and ceremonies reflect American Indian understanding of their environment.</li> <li>Identify the relationship between the sun and the earth and the seasons of the year.</li> </ol>	sense of the world.	
	<b>Lesson 3: <i>Life in an Iroquois Village</i></b>	<ol style="list-style-type: none"> <li>Explain how the concept of cooperation shaped Iroquois life.</li> <li>Explain the importance of Hiawatha to the Iroquois.</li> <li>Describe how the Iroquois Nation was formed and maintained.</li> <li>Read and make a timeline that include B.C. and A.D.</li> </ol>	<i>Framework Concept: Values</i> The Iroquois people were united in their values of cooperation, civic responsibility, and respect for the environment.	Review Questions Workbook/ Reading support
	<b>Chapter Review</b>			Chapter Test
5 The Age of Exploration	<b>Lesson 1: <i>Europe in the Age of</i></b>	<ol style="list-style-type: none"> <li>Describe the world as Europeans knew it in the 1400s.</li> </ol>	<i>Framework Concept: Technology</i> As navigational	Review Questions Workbook/ Reading support

# FAME Public Charter School

Scope and Sequence: Grade Fifth

<p>Estimated Time Frame (#of Days): 7-10</p>	<p><b>Exploration</b></p>	<ol style="list-style-type: none"> <li>Identify the major reasons that Europeans became interested in exploration.</li> <li>Describe the technological developments that made long-distance voyages possible.</li> </ol>	<p>technology advanced, Europeans wanted to trade with Asia and spread Christianity.</p>	
	<p><b>Lesson 2: Portuguese and Spanish Exploration</b></p>	<ol style="list-style-type: none"> <li>Compare the routes taken by Portuguese and Spanish explorers in their search for Asia.</li> <li>Summarize the events and the results of Columbus’s journey.</li> <li>Explain how the Spanish conquered the people of Central and South America.</li> <li>Compare and contrast reasons for supporting Columbus with reasons for refusing to help him.</li> </ol>	<p><i>Framework Concept: Change</i> Portuguese explorers opened trade routes with Asia and Spanish explorers encountered and conquered civilizations in the Americas.</p>	<p>Review Questions Workbook/ Reading support</p>
	<p><b>Lesson 3: French, Dutch, and English Voyages</b></p>	<ol style="list-style-type: none"> <li>Summarize the results of the key voyages of French, Dutch, and English explorers.</li> <li>Discuss the impact of European exploration on the natives of North, Central, and South America.</li> </ol>	<p><i>Framework Concept: Change</i> The French, Dutch, and English explored the Western Hemisphere to find new trade routes and to acquire riches and territory.</p>	<p>Review Questions Workbook/ Reading support</p>

		3. Use cardinal and intermediate directions to trace routes on a map.		
	<b>Chapter Review</b>			Chapter Test
6 Settling a New World  Estimated Time Frame (#of Days): 10- 14	<b>Lesson 1: Spanish and French Colonization</b>	<ol style="list-style-type: none"> <li>1. Identify reasons for European colonization of America.</li> <li>2. Compare Spanish and French treatment of American Indians.</li> <li>3. Describe Spanish colonization from an Indian’s point of view.</li> </ol>	<i>Framework Concept: Interdependence</i> The French and Spanish established colonies in North America for trade purposes.	Review Questions Workbook/ Reading support
	<b>Lesson 2: English Settlement in the South</b>	<ol style="list-style-type: none"> <li>1. Compare the experience of English and Spanish colonists.</li> <li>2. List reasons the English established colonies in Virginia, Maryland, and the Caribbean.</li> <li>3. Describe the daily life of the Algonquin Indians when English colonists arrived.</li> <li>4. Summarize information from more than one source.</li> </ol>	<i>Framework Concept: Scarcity</i> The English did not have success with their colonies in the South until they began planting crops.	Review Questions Workbook/ Reading support
	<b>Lesson 3: English Settlement in New England</b>	<ol style="list-style-type: none"> <li>1. Explain the motives of Pilgrims and other settlers in New England.</li> <li>2. Give examples of cooperation between</li> </ol>	<i>Framework Concepts: Conflict and Change</i> Economic hardships and religious persecution caused	Review Questions Workbook/ Reading support

# FAME Public Charter School

Scope and Sequence: Grade Fifth

		the Pilgrims and the Wampanoag. 3. Describe the hardships faced by the Pilgrims at Plymouth.	the Pilgrims to settle in New England.	
	<b>Lesson 4: <i>English Settlement in the Middle Colonies</i></b>	1. Explain the economic importance of New Netherland. 2. List the beliefs of the Quakers. 3. Describe relations between settlers in Pennsylvania and the Delaware Indians. 4. Make line graphs using scales.	<i>Framework Concepts: Rights and Change</i> The English take over New Netherland by force and settle Pennsylvania by peaceful means.	Review Questions Workbook/ Reading support
	<b>Chapter Review</b>			Chapter Test
<b>Subject/Unit Title: Social Studies: America Will Be</b>				
<b>Estimated Time Frame (#of Days): 24- 34</b>				
<b>Unit 3: Life in the English Colonies</b>				
<b>Chapter Title</b>	<b>Lesson Title</b>	<b>Objectives</b>	<b>CA State Standards</b>	<b>Assessments</b>
7 The Southern Colonies  Estimated Time Frame (#of Days): 8-11	<b>Lesson 1: <i>A New Settlement in Virginia</i></b>	1. Identify how the geography of Virginia led to hardships in Jamestown. 2. Explain the conflict between the white settlers and the Powhatan confederacy. 3. Evaluate the role of John	<i>Framework Concepts: Scarcity and Change</i> Early settlers in Jamestown experienced disease, harsh winters, little food, and found no wealth.	Review Questions Workbook/ Reading support

		<p>Smith ion the colony.</p> <p>4. Evaluate the role of tobacco in the successes and failures of the colony.</p>		
	<b>Lesson 2: <i>Rebellion in Virginia</i></b>	<p>1. Explain how the government of Virginia changed after the Virginia Company failed.</p> <p>2. Evaluate the major causes and effects of Bacon’s Rebellion.</p>	<i>Framework Concept: Conflict</i> When the settlers in Jamestown did not agree with Governor Berkeley about controlling Indian attacks, Nathaniel Bacon led a rebellion.	Review Questions Workbook/ Reading support
	<b>Lesson 3: <i>Slavery in the Southern Colonies</i></b>	<p>1. Summarize the history of slavery in European colonies.</p> <p>2. Acquire an understanding of the inhumanity of the slave trade.</p> <p>3. Trace the changes and hardening of slave laws in Virginia.</p> <p>4. Explain the contribution of African slaves to the southern colonies.</p> <p>5. Interpret graduated flow lines.</p>	<i>Framework Concept: Change</i> Africans were captured and brought to North America and became valuable to plantation owners.	Review Questions Workbook/ Reading support
	<b>Chapter Review</b>			Chapter Test
8 The New England	<b>Lesson 1: <i>The Puritans Come to</i></b>	<p>1. Identify and explain important Puritan</p>	<i>Framework Concept: Culture</i> The Puritans' beliefs	Review Questions Workbook/ Reading

# FAME Public Charter School

Scope and Sequence: Grade Fifth

<p>Colonies</p> <p>Estimated Time Frame (#of Days): 9-13</p>	<p><b>America</b></p>	<p>religious beliefs.</p> <ol style="list-style-type: none"> <li>Define covenant and explain its importance to Puritans.</li> <li>Explain why Puritans settled in Puritan towns.</li> <li>Contrast Puritan attitudes toward the environment with those of the Algonquin tribes.</li> </ol>	<p>influenced how they built their communities.</p>	<p>support</p>
	<p><b>Lesson 2: Life in New England</b></p>	<ol style="list-style-type: none"> <li>Describe the way children were raised in Puritan towns.</li> <li>Explain why Puritan sons began leaving Puritan towns after the third or fourth generation.</li> </ol>	<p><i>Framework Concept: Culture</i> The Puritan family worked and lived closely together, and strong religious convictions guided their daily lives.</p>	<p>Review Questions Workbook/ Reading support</p>
	<p><b>Lesson 3: Challenging Authority</b></p>	<ol style="list-style-type: none"> <li>Explain why the Puritan government was not a democracy and why they did not believe in freedom of religion.</li> <li>Define the Great Awakening and analyze its cause and effects.</li> <li>Describe the daily work involved in running a colonial household.</li> </ol>	<p><i>Framework Concepts: Change and Conflict</i> Dissenters and witch trials disrupted the peace of Puritan society.</p>	<p>Review Questions Workbook/ Reading support</p>
	<p><b>Lesson 4: Trade in New England</b></p>	<ol style="list-style-type: none"> <li>Evaluate the importance of trade to the New England economy.</li> <li>Describe the trading system in colonial New</li> </ol>	<p><i>Framework Concept: Interconnectedness</i> The merchant trade brought goods to New England that</p>	<p>Review Questions Workbook/ Reading support</p>

		<p>England.</p> <ol style="list-style-type: none"> <li>Identify the conflict between the economic needs of the colonies and those of Great Britain.</li> <li>Evaluate the merits of small-and large-scale maps to solve specific problems.</li> </ol>	could not be grown or produced there.	
	<b>Chapter Review</b>			Review Test
<p>9 The Middle Colonies Estimated Time Frame (#of Days): 7-10</p>	<b>Lesson 1: <i>The Land of the Middle Colonies</i></b>	<ol style="list-style-type: none"> <li>Describe the geography of the Middle Colonies.</li> <li>Explain in relationship between the geographic resources and the commercial and family farming.</li> <li>Describe the ways Indians were treated in the Middle Colonies.</li> </ol>	<p><i>Framework Concept: Interdependence</i> Rich farmland and navigable rivers in the Middle Colonies made it possible to trade and farm.</p>	Review Questions Workbook/ Reading support
	<b>Lesson 2: <i>A Mixture of Many Cultures</i></b>	<ol style="list-style-type: none"> <li>Explain the relationship of Quaker ideals to the settlement of a varied population in Pennsylvania.</li> <li>Tell why people were attracted to the Middle Colonies.</li> <li>Evaluate how various ethnic groups tensions in Pennsylvania and in New York.</li> </ol>	<p><i>Framework Concept: Diversity</i> Groups of people from all over Europe came to the Middle Colonies because of its reputation for tolerance.</p>	Review Questions Workbook/ Reading support

# FAME Public Charter School

Scope and Sequence: Grade Fifth

	<b>Lesson 3: <i>Farming and Trade</i></b>	<ol style="list-style-type: none"> <li>1. Identify the family farm as a key economic unit in the Middle Colonies and describe its crop.</li> <li>2. Evaluate why and how Middle Colonies society provided a good standard of living to its people.</li> <li>3. Explain the relationship between commercial farming and the growth of cities.</li> </ol>	<i>Framework Concept: Interdependence and Interconnectedness</i> Farmers and tradesmen depended on markets and shipping to sell their crops.	Review Questions Workbook/ Reading support
	<b>Chapter Review</b>			Review Test
<b>Subject/Unit Title: Social Studies: America Will Be</b>				
<b>Estimated Time Frame (#of Days): 22-31</b>				
<b>Unit 4: The Struggle For Independence</b>				
<b>Chapter Title</b>	<b>Lesson Title</b>	<b>Objectives</b>	<b>CA State Standards</b>	<b>Assessments</b>
10 Crisis with Britain Estimated Time Frame (#of Days): 7-10	<b>Lesson 1: <i>Ties to Great Britain</i></b>	<ol style="list-style-type: none"> <li>1. Explain why colonist lacked a sense of American identity.</li> <li>2. Identify important costs and benefits to the colonist and Great Britain.</li> <li>3. Evaluate the relationship between the colonies and Great Britain.</li> </ol>	<i>Framework Concept: Conflict</i> Even though the colonists were loyal to Great Britain, they were divided from one another.	Review Questions Workbook/ Reading support
	<b>Lesson 2: <i>The</i></b>	<ol style="list-style-type: none"> <li>1. Describe the basic conflict between Great</li> </ol>	<i>Framework Concept: Change</i>	Review Questions Workbook/ Reading

	<b>Seven Years' War</b>	<ul style="list-style-type: none"> <li>Britain and France.</li> <li>2. Specify the effects of the British- French conflict on American Indians.</li> <li>3. Evaluate the effect of the war on the relationship between the colonists and Great Britain.</li> </ul>	In the Seven Years' War, the colonists felt less need for British protection when they learned to fight for themselves.	support
	<b>Lesson 3: A New British Policy</b>	<ul style="list-style-type: none"> <li>1. Analyze the change in British policy after the Seven Years' War.</li> <li>2. Describe the colonial reaction to the British efforts to tax them.</li> <li>3. Summarize how colonists began to protect their interests.</li> <li>4. Interpret political cartoons.</li> </ul>	<i>Framework Concept: Conflict</i> The colonists united in anger when Great Britain began to tax the colonies.	Review Questions Workbook/ Reading support
	<b>Chapter Review</b>			Chapter Test
<p>11 War Breaks Out</p> <p>Estimated Time Frame (#of Days): 8-11</p>	<b>Lesson 1: Forming a New Government</b>	<ul style="list-style-type: none"> <li>1. Explain why American accepted the idea of independence.</li> <li>2. Explain how fighting a war caused Americans to establish a government.</li> <li>3. Summarize the main ideas of the Declaration of Independence.</li> <li>4. Define equality.</li> <li>5. Identify and explain the</li> </ul>	<i>Framework Concept: Change and Conflict</i> The American colonies form their own government and declare independence from Britain.	Review Questions Workbook/ Reading support

# FAME Public Charter School

Scope and Sequence: Grade Fifth

		reason that led Americans colonists to support or to oppose the Revolutionary War.		
	<b>Lesson 2: <i>Fighting the War</i></b>	<ol style="list-style-type: none"> <li>1. Evaluate the strengths and weaknesses of the British and American armies.</li> <li>2. Compare the strategies of the British and the Americans.</li> <li>3. Explain why the Iroquois and the French became involved in the war.</li> <li>4. List the main points of the Treaty of Paris.</li> <li>5. Make and use outlines.</li> </ol>	<i>Framework Concept: Conflict</i> The Americans overcome many disadvantages to defeat the British.	Review Questions Workbook/ Reading support
	<b>Lesson 3: <i>Building a New Society</i></b>	<ol style="list-style-type: none"> <li>1. Explain the effects of the war on the role of colonial women.</li> <li>2. Explain why some colonists remained loyal to Britain.</li> <li>3. Identify the economic problems created by the war.</li> <li>4. Compare the effects of the war on slaves, Indians, and Loyalists.</li> </ol>	<i>Framework Concept: Change</i> After the Revolution, life was very different for women, blacks, Loyalists, and Indians.	Review Questions Workbook/ Reading support
	<b>Chapter Review</b>			Chapter Test
12 Estimated Time Frame (#of Days): 7-	<b>Lesson 1: <i>Forming a Government</i></b>	<ol style="list-style-type: none"> <li>1. Evaluate the accomplishments and weaknesses of the</li> </ol>	<i>Framework Concept: Change and Scarcity</i> Boundary	Review Questions Workbook/ Reading support

10		<p>national government under the Articles of Confederation.</p> <ol style="list-style-type: none"> <li>2. Explain how economic problems in the mid-1780s contributed to the movement toward a stronger national government.</li> <li>3. Describe how the Northwest Territory was organized and settled.</li> </ol>	<p>disputes, money problems, and fear of rebellion created a need for a strong central government.</p>	
	<p><b>Lesson 2: <i>The Constitution</i></b></p>	<ol style="list-style-type: none"> <li>1. Explain the compromises that resolved the major debates at the Constitutional Convention.</li> <li>2. Specify the powers and responsibilities of the branches of government under the Constitution.</li> <li>3. Give specific examples of arguments for and against ratification of the Constitution.</li> <li>4. Identify fact and opinion statements.</li> </ol>	<p><i>Framework Concept: Change, Rights, and Interconnectedness</i> The writers of the Constitution created three branches of government to balance one another and wrote the Bill of Rights to protect the rights of citizens.</p>	<p>Review Questions Workbook/ Reading support</p>
	<p><b>Lesson 3: <i>Becoming American</i></b></p>	<ol style="list-style-type: none"> <li>1. Explain how national heroes contribute to a growing sense of American identity.</li> <li>2. Describe the work of</li> </ol>	<p><i>Framework Concept: Change and Culture</i> Literature, art, national symbols and national holidays reminded</p>	<p>Review Questions Workbook/ Reading support</p>

# FAME Public Charter School

Scope and Sequence: Grade Fifth

		<p>Noah Webster and explain how his dictionary helped unify Americans.</p> <p>3. Define patriotism and give examples of events or ideas that stimulated its development.</p>	Americans of their common heritage.	
	<b>Chapter Review</b>			Review Questions
<b>Subject/Unit Title: Social Studies: America Will Be</b>				
<b>Estimated Time Frame (#of Days): 26- 38</b>				
<b>Unit 5: Life in a Growing Nation</b>				
<b>Chapter Title</b>	<b>Lesson Title</b>	<b>Objectives</b>	<b>CA State Standards</b>	<b>Assessments</b>
<p>13 Birth of a New Nation Estimated Time Frame (#of Days): 8-12</p>	<p><b>Lesson 1: Launching a New Government</b></p>	<ol style="list-style-type: none"> <li>Identify differences in the way Alexander Hamilton and Thomas Jefferson understood the needs of the United States.</li> <li>Compare the ideas of Hamilton and Jefferson concerning the French Revolution.</li> <li>Explain the development of political parties.</li> </ol>	<p><i>Framework Concept: Change and Conflict</i> Two of President Washington's Cabinet members disagreed and formed two political parties.</p>	<p>Review Questions Workbook/ Reading support</p>
	<p><b>Lesson 2: Jefferson and National Unity</b></p>	<ol style="list-style-type: none"> <li>Explain why President Jefferson did not make more changes in the way the United States was governed.</li> <li>Tell why the United States declared war on</li> </ol>	<p><i>Framework Concept: Change and Conflict</i> Fighting together in a war against Great Britain created feelings of nationalism in the United</p>	<p>Review Questions Workbook/ Reading support</p>

FAME Public Charter School

Scope and Sequence: Grade Fifth

		<p>Britain in 1812.</p> <p>3. Analyze why nationalism increased after the War of 1812.</p>	States.	
	<b>Lesson 3: Economic Life of the New Nation</b>	<p>1. Describe the changes in American agriculture from “producing for use” to “producing for sale”.</p> <p>2. Understand how trade led to economic inequalities.</p>	<i>Framework Concept: Change</i> As farmers began producing more goods for trade, economic inequality increased.	Review Questions Workbook/ Reading support
	<b>Lesson 4: Everyday Life in the Young Nation</b>	<p>1. Describe the diversity of life in America in the early 1800s.</p> <p>2. Summarize the problems faced by free blacks in northern cities.</p> <p>3. Explain how religion and education became important in the early 1800s.</p> <p>4. Make and use cluster diagrams.</p>	<i>Framework Concept: Change</i> Influence of religious groups and the changing roles of free blacks and women, and changes in education altered the shape of the culture of the United States.	Review Questions Workbook/ Reading support
	<b>Chapter Review</b>			Chapter Test
<p>14 Moving West</p> <p>Estimated Time Frame (#of Days): 9-13</p>	<b>Lesson 1: The Moving Frontier</b>	<p>1. Define frontier as a place of interaction of cultures.</p> <p>2. Describe the hardships pioneers faced on the Wilderness Road.</p> <p>3. Give reasons for conflict between Indians and</p>	<i>Framework Concept: Change</i> Pioneers moved to the frontier for many reasons, including the chance to build a new life.	Review Questions Workbook/ Reading support

# FAME Public Charter School

Scope and Sequence: Grade Fifth

		<p>settlers.</p> <ol style="list-style-type: none"> <li>List ways the U.S. government tried to organize the Appalachian frontier.</li> </ol>		
	<b>Lesson 2: <i>Life on the New Frontier</i></b>	<ol style="list-style-type: none"> <li>Describe the principal routes for westward expansion, particularly the river systems.</li> <li>Identify the elements of frontier life that concerned the settlers most.</li> <li>Explain why settlers were eager to move to the frontier.</li> </ol>	<i>Framework Concept: Change</i> Life on the new frontier was dangerous and hard.	Review Questions Workbook/ Reading support
	<b>Lesson 3: <i>The Next Frontier</i></b>	<ol style="list-style-type: none"> <li>Describe the geography of the land in the Louisiana Purchase.</li> <li>Explain why some people opposed the purchase of Louisiana.</li> <li>Analyze the impact of the expedition by Lewis and Clark, and by Pike.</li> <li>Create and use maps based on what you know about an area.</li> </ol>	<i>Framework Concept: Change</i> The Louisiana Purchase protected trade on the Mississippi River and doubled the size of the United States.	Review Questions Workbook/ Reading support
	<b>Lesson 4: <i>The American Indians in Retreat</i></b>	<ol style="list-style-type: none"> <li>Explain why the Indians felt land was being taken illegally.</li> <li>Summarize the Indians' various responses to the</li> </ol>	<i>Framework Concept: Change and Conflict</i> When settlers moved westward and the	Review Questions Workbook/ Reading support

# FAME Public Charter School

Scope and Sequence: Grade Fifth

		<p>settlers.</p> <ol style="list-style-type: none"> <li>Evaluate the actions of the U.S. government in taking Indian lands.</li> </ol>	<p>United States government failed to honor treaties, American Indians gradually lost their lands.</p>	
	<b>Chapter Review</b>			Chapter Test
<p>15 Settling the Far West Estimated Time Frame (#of Days): 9-13</p>	<b>Lesson 1: Texas and the Struggle with Mexico</b>	<ol style="list-style-type: none"> <li>List reasons why Americans migrated to Texas.</li> <li>Explain the Mexican point of view on Texas independence.</li> <li>Explain the cause of the Mexican War.</li> <li>Identify cause and effect relationship.</li> </ol>	<p><i>Framework Concepts: Change and Conflict</i> After annexing Texas, the United States fought and won a war with Mexico to gain more territory.</p>	Review Questions Workbook/ Reading support
	<b>Lesson 2: The Road to Oregon</b>	<ol style="list-style-type: none"> <li>Explain why pioneers went to Oregon and the difficulties of travel along the Oregon Trail.</li> <li>Explain the conflict with Great Britain over Oregon.</li> </ol>	<p><i>Framework Concept: Change</i> Cheap fertile land and the chance to start a new life made settlers willing to take the difficult journey to Oregon.</p>	Review Questions Workbook/ Reading support
	<b>Lesson 3: Migrating to California and Utah</b>	<ol style="list-style-type: none"> <li>Relate the impact of the discovery of gold on western migration, California society, and the development of the West.</li> <li>Interpret the western migration of the Mormons as a quest for religious freedom.</li> </ol>	<p><i>Framework Concept: Change</i> The search for gold and religious freedom sent people to California and Utah.</p>	Review Questions Workbook/ Reading support

# FAME Public Charter School

Scope and Sequence: Grade Fifth

	<b>Lesson 4: Conflicts with the American Indians</b>	<ol style="list-style-type: none"> <li>1. Describe the diversity of American Indian culture and life in the West.</li> <li>2. Explain the impact of western migration; describe the Indian response.</li> <li>3. Summarize the government’s policy toward the Indians during themed- 1800s.</li> <li>4. Compare the advantages of moving to Oregon with staying in a settled area.</li> </ol>	<i>Framework Concepts: Conflict and Scarcity</i> The migration of settlers made it hard for Plains Indians to find food and caused them to fight with other tribes and harass settlers.	Review Questions Workbook/ Reading support
	<b>Chapter Review</b>			Review Questions

<b>Subject/Unit Title: Social Studies: America Will Be</b>				
<b>Estimated Time Frame (#of Days): 24- 33</b>				
<b>Unit 6: A Nation in Conflict</b>				
<b>Chapter Title</b>	<b>Lesson Title</b>	<b>Objectives</b>	<b>CA State Standards</b>	<b>Assessments</b>
16 Southern Society  Estimated Time Frame (#of Days): 7-10	<b>Lesson 1: Plantation Society</b>	<ol style="list-style-type: none"> <li>1. Describe the values and lifestyle of the southern planter class.</li> <li>2. Analyze the relationship between the cotton gin and the growth of slavery.</li> <li>3. Identify the various arguments in defense of slavery put forth by white southerners.</li> </ol>	<i>Framework Concept: Values and Conflict</i> Plantation society depended upon slave labor to exist, despite slave revolts and attacks from northern abolitionists.	Review Questions Workbook/ Reading support

# FAME Public Charter School

Scope and Sequence: Grade Fifth

	<b>Lesson 2: A Look at Slavery</b>	<ol style="list-style-type: none"> <li>1. Describe the daily life of slaves on a southern plantation.</li> <li>2. Describe ways in which slaves survived their harsh treatment.</li> <li>3. Explain how slaves resisted the institution of slavery.</li> </ol>	<i>Framework Concept: Culture and Conflict</i> Slaves survived cruel treatment and poor conditions with no luxuries and developed an African American family life, culture, and religion.	Review Questions Workbook/ Reading support
	<b>Lesson 3, Life in the Other South</b>	<ol style="list-style-type: none"> <li>1. Describe the people who made up the “other South”.</li> <li>2. Describe the lifestyle and values of small southern farmers.</li> <li>3. Analyze the forces that forged common bonds among slave owning and non-slave owning white southerners.</li> <li>4. Interpret and use self-expression in painting.</li> </ol>	<i>Framework Concepts: Culture and Values</i> Most white southerners owned no slaves, yet they defended slavery to preserve a possible way of life and to reject interference from the North.	Review Questions Workbook/ Reading support
	<b>Chapter Review</b>			Chapter Test
17 The Industrial North  Estimated Time Frame (#of Days): 9-13	<b>Lesson 1: Industrial Growth</b>	<ol style="list-style-type: none"> <li>1. List new inventions of the Industrial Revolution.</li> <li>2. Describe what is meant by the factory system.</li> <li>3. Explain how the development of canals and railroads changed the way goods were</li> </ol>	<i>Framework Concept: Change and Technology</i> Inventions of the late 18th and early 19th centuries changed the way goods were produced and transported.	Review Questions Workbook/ Reading support

		transported.		
	<b>Lesson 2: New People, New Problems</b>	<ol style="list-style-type: none"> <li>1. List reasons why Irish and German immigrants came to America between 1830 and 1860.</li> <li>2. Describe the forces that led the movement to the cities.</li> <li>3. Explain why native-born Americans in the cities were hostile to the immigrants.</li> </ol>	<i>Framework Concept: Change</i> Immigrants came to America -- especially from Ireland and Germany -- to begin new lives.	Review Questions Workbook/ Reading support
	<b>Lesson 3: Life in Northern Cities</b>	<ol style="list-style-type: none"> <li>1. Describe a typical American city in 1830, before changes brought on by the Industrial Revolution and increased immigration.</li> <li>2. List problems the typical American city faced after 1830.</li> </ol>	<i>Framework Concept: Change</i> The Industrial Revolution created crowded northern cities filled with slums, crime, and poverty.	Review Questions Workbook/ Reading support
	<b>Lesson 4: Making a Better Society</b>	<ol style="list-style-type: none"> <li>1. Describe the reasons for the Second Great Awakening.</li> <li>2. Define utopian communities and list examples from the time period.</li> <li>3. Describe the antislavery movement and the women's rights movement of the period.</li> </ol>	<i>Framework Concepts: Values and Change</i> Reformers worked hard to change American society.	Review Questions Workbook/ Reading support

# FAME Public Charter School

Scope and Sequence: Grade Fifth

		4. Demonstrate ability to work effectively in a group setting.		
	<b>Chapter Review</b>			Chapter Test
18 A Divided Nation  Estimated Time Frame (#of Days): 8-11	<b>Lesson 1: Crisis and Compromise</b>	<ol style="list-style-type: none"> <li>1. Describe how slavery came to be protected in the U.S. Constitution.</li> <li>2. Compare the North and the South during the period 1787- 1850.</li> <li>3. Evaluate compromises as a means of resolving the differences between northern and southern states, 1787-1850.</li> </ol>	<i>Framework Concept: Conflict</i> Northern and Southern states resolve their differences through compromise.	Review Questions Workbook/ Reading support
	<b>Lesson 2: The Growing Conflict</b>	<ol style="list-style-type: none"> <li>1. Evaluate the impact of the abolitionist movement.</li> <li>2. Describe the Underground Railroad.</li> <li>3. State the importance of <i>Uncle Tom’s Cabin</i>.</li> <li>4. Describe the effect of the continuing conflict between North and South.</li> <li>5. Ask questions to explore an issue from different points of view.</li> </ol>	<i>Framework Concept: Conflict</i> The growing conflict divided the United States into two regions, North and South, where people felt less and less part of one nation.	Review Questions Workbook/ Reading support
	<b>Lesson 3: A House Divided</b>	<ol style="list-style-type: none"> <li>1. Explain why southern states seceded from the Union.</li> <li>2. Evaluate efforts to</li> </ol>	<i>Framework Concept: Conflict</i> Because northerners and southerners felt so strongly	Review Questions Workbook/ Reading support

# FAME Public Charter School

Scope and Sequence: Grade Fifth

		<p>resolve the question of slavery between 1858 and 1861.</p> <ol style="list-style-type: none"> <li>3. Explain the importance of the election of 1860.</li> <li>4. Prepare and present an oral report.</li> </ol>	<p>about slavery, compromise failed to resolve the issues.</p>	
	<p><b>Lesson 4: Civil War and Freedom</b></p>	<ol style="list-style-type: none"> <li>1. Use historic and current photographs to show how photography has changed.</li> <li>2. Compare how photography is used today with how it was used in the mid- 1800s.</li> </ol>	<p><i>Framework Concept: Change and Conflict</i> The Civil War led to the end of slavery and destroyed one section of the nation.</p>	<p>Review Questions Workbook/ Reading support</p>
	<p><b>Chapter Review</b></p>			<p>Review Questions</p>

<p><b>Subject/Unit Title: Social Studies: America Will Be</b></p>				
<p><b>Estimated Time Frame (#of Days): 17- 25</b></p>				
<p><b>Unit 7: Toward the Modern Age</b></p>				
<p><b>Chapter Title</b></p>	<p><b>Lesson Title</b></p>	<p><b>Objectives</b></p>	<p><b>CA State Standards</b></p>	<p><b>Assessments</b></p>
<p>19 Civil War and Reconstruction</p> <p>Estimated Time Frame (#of Days): 9-13</p>	<p><b>Lesson 1: Outbreak of the War</b></p>	<ol style="list-style-type: none"> <li>1. Compare the strengths of the Union and of the Confederacy at the beginning of the Civil War.</li> <li>2. Identify the important battles of the first two years of the war.</li> <li>3. Describe the life of soldier during the Civil War.</li> </ol>	<p><i>Framework Concept: Conflicts and Values</i> As the war progressed, soldiers on both sides suffered and the emancipation of southern slaves became a goal for the North.</p>	<p>Review Questions Workbook/ Reading support</p>

# FAME Public Charter School

Scope and Sequence: Grade Fifth

		<ol style="list-style-type: none"> <li>Evaluate the importance of the Emancipation Proclamation.</li> </ol>		
	<b>Lesson 2: <i>The Home Fronts</i></b>	<ol style="list-style-type: none"> <li>Compare economic changes in the North and South during the war.</li> <li>Identify the political groups who opposed the war.</li> <li>Explain why the power of government increased during the Civil War.</li> </ol>	<i>Framework Concept: Scarcity and Conflict</i> The war caused hardship and change in both the South and the North.	Review Questions Workbook/ Reading support
	<b>Lesson 3: <i>The End of the War</i></b>	<ol style="list-style-type: none"> <li>Describe the final battles of the Civil War and the surrender of the Confederacy.</li> <li>Describe the assassination of President Lincoln and the events surrounding it.</li> <li>Analyze the results of the Civil War.</li> </ol>	<i>Framework Concept: Change</i> The North's victory in the Civil War reunited a United States that was profoundly different from what it had been before the war.	Review Questions Workbook/ Reading support
	<b>Lesson 4: <i>Reconstruction</i></b>	<ol style="list-style-type: none"> <li>Describe how the aftermath of the Civil War affected the lives of African Americans.</li> <li>Describe the efforts of African Americans to educate themselves.</li> <li>Recognize the changes</li> </ol>	<i>Framework Concept: Rights and Change</i> Attempts to secure rights and independence for freed African Americans led to local and national conflict.	

# FAME Public Charter School

Scope and Sequence: Grade Fifth

		<p>in the South under Reconstruction.</p> <p>4. Identify the end of Reconstruction.</p>		
	<b>Chapter Review</b>			Chapter Test
<p>20 Life in a Changing America</p> <p>Estimated Time Frame (#of Days): 8-12</p>	<b>Lesson 1: Changes on the Great Plains</b>	<ol style="list-style-type: none"> <li>1. Recognize how white settlers and hunters began to destroy the Plains Indians' way of life.</li> <li>2. Describe the lives of people who settled the Great Plains.</li> <li>3. Identify major battles between Plains Indians and U.S. forces.</li> </ol>	<i>Framework Concept: Change and Conflict</i> As American settlers moved west in large numbers, the Plains Indians fought a losing battle to preserve their way of life.	Review Questions Workbook/ Reading support
	<b>Lesson 2: Entering the Modern Age</b>	<ol style="list-style-type: none"> <li>1. Describe growth of the American economy after Civil War.</li> <li>2. Identify the major effects of mechanization on the economy and the workers.</li> <li>3. Explain the causes of labor unrest between 1869- 1914.</li> <li>4. Use maps symbols to make location decisions.</li> </ol>	<i>Framework Concept: Change and Technology</i> Growth industry replaced skilled workers with unskilled workers for low wages and long hours and no satisfaction of seeing a finished product.	Review Questions Workbook/ Reading support
	<b>Lesson 3: Coming to America</b>	<ol style="list-style-type: none"> <li>1. Explain the shift in origins of American immigrants after the Civil War.</li> <li>2. Identify how politics</li> </ol>	<i>Framework Concepts: Change and Culture</i> Millions of immigrants came to the United States between 1870	Review Questions Workbook/ Reading support

**FAME Public Charter School**

Scope and Sequence: Grade Fifth

		<p>worked in immigrant neighborhoods.</p> <ol style="list-style-type: none"> <li>Describe reactions of native-born Americans to immigrants.</li> <li>Summarize why some Americans opposed open immigration.</li> <li>Evaluate the pros and cons for limiting immigration.</li> </ol>	<p>and 1914, lived together in cities, worked at unskilled factory jobs, and faced nativism.</p>	
	<p><b>Lesson 4: Into Growing Cities</b></p>	<ol style="list-style-type: none"> <li>Explain the migration of rural Americans and black Americans to cities.</li> <li>Identify the middle class.</li> <li>Explain why middle-class people worked for social reform.</li> <li>Identify changes in public transportation that allowed middle-class people to move to the suburbs.</li> </ol>	<p><i>Framework Concept: Change</i> While some people left the cities for the suburbs, the arrival of immigrants and people from rural areas kept the populations of cities growing.</p>	<p>Review Questions Workbook/ Reading support</p>
	<p><b>Chapter Review</b></p>			<p>Chapter Test</p>