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		<p><i>English Learners – Strong Beliefs TE p. 115T3</i></p> <hr/> <p><i>Extra Support – Make Generalizations TE p. 115T3</i> <i>Extra Support – Identify Cause and Effect TE p. 115T3</i></p> <hr/> <p><i>Challenge – Predict TE p. 115T3</i> <i>Challenge – Research to Learn More TE p. 115T3</i></p> <p><i>Find Out More – Multiple Perspectives on the Revolution TE p. 118T5</i></p>
<div style="border: 3px double black; padding: 10px;">  <p><b><i>End of Unit 5 Assessment Options</i></b>  <i>Culminating Writing Activity TE pp. 118T27-32</i>  <i>Unit Multiple-Choice Test TE pp. 118T33-35</i>  <i>Unit Short-Answer Test TE pp. 118T36-38</i>  <i>Online Unit Test</i></p> </div>		




STANDARD	OBJECTIVE	INSTRUCTIONAL SUPPORT
<p><b>Grade 5    Unit 6    The Revolutionary War    approximately 4-5 weeks</b></p>		
<p>H-SS</p>	<p>5.6    Students understand the course and consequences of the American Revolution.</p>	<p><b>UNIT 6</b></p> <p><i>Unit Project – Evening News</i> TE pp. 120T2-3</p> <p><i>Content Readers – <u>The War for Independence, Turning Points in the Fight for Freedom, Key Conflicts of the Revolution</u></i> TE p. 152T10</p> <p><i>Read-Aloud Literature – <u>When Washington Crossed the Delaware</u></i> TE p. 152T11</p>
<p>H-SS</p>	<p>5.6.1    Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.</p>	<p><b>Lesson 1: How did the American colonies defeat Great Britain?</b></p> <p> <b>Text Path</b> TE p. 121T4 <b>Student Text Transparencies Envelope</b> pp. 121-128</p> <p><b>Study Journal</b> TE pp. 119-120</p> <p><b>Movement on Maps</b> TE p. 128</p> <p><b>Lesson Assessment</b> TE pp. 128T6-7</p> <p> <i>Digital Path –</i> TE p. 128T1 <i>(DVD) The Revolutionary War</i></p> <p> <i>Active Path – Revolution Time Line</i> TE pp. 128T2-4</p> <p><i>ELA Transparencies Envelope, R25 – Sequence</i> TE p. 121T3</p> <hr/> <p><i>English Learners – Keys to Victory</i> TE p. 121T3</p> <hr/> <p><i>Extra Support – Classify</i> TE p. 121T3 <i>Extra Support – Identify Cause and Effect</i> TE p. 121T3</p> <hr/> <p><i>Challenge – Evaluate</i> TE p. 121T3 <i>Challenge – Research to Learn More</i> TE p. 121T3</p>

STANDARD	OBJECTIVE	INSTRUCTIONAL SUPPORT
H-SS	5.6.2 Describe the contributions of France and other nations and of individuals to the out-come of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Ko ńciuszeko, Baron Friedrich Wilhelm von Steuben).	<p><i>Find Out More – When Washington Crossed the Delaware, by Lynne Cheney TE p. 128T5</i></p> <p><b>Lesson 5.6.2: How did other nations help the Patriots?</b></p> <p> <b>Text Path TE p. 129T4</b>  <b>Student Text Transparencies Envelope pp. 129-132</b></p> <p><b>Study Journal TE pp. 119-120</b>  <b>The United Nations TE p. 132</b>  <b>Lesson Assessment TE pp. 132T6-7</b></p> <p> <i>Digital Path TE p. 132T1</i>  <i>(DVD) Supporting the Revolution</i></p> <p> <i>Active Path – Revolution Crossword</i>  <i>TE pp. 132T2-4</i></p> <p><i>ELA Transparencies Envelope, R26 - Make Generalizations, Synonyms/Antonyms TE p. 129T3</i></p> <hr/> <p><i>English Learners – Foreign Aid</i>  <i>TE p. 129T3</i></p> <hr/> <p><i>Extra Support – Take Notes TE p. 129T3</i>  <i>Extra Support – Use Vocabulary</i>  <i>TE p. 129T3</i></p> <hr/> <p><i>Challenge – Evaluate TE p. 129T3</i>  <i>Challenge – Research to Learn More</i>  <i>TE p. 129T3</i></p> <p><i>Find Out More – The Statue of Liberty: A Gift of Freedom TE p. 132T5</i></p>


STANDARD	OBJECTIVE	INSTRUCTIONAL SUPPORT
H-SS	5.6.3 Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).	<p><b>Lesson 5.6.3: What role did women play in the Revolutionary War?</b></p> <p> <b>Text Path TE p. 133T4</b>  <b>Student Text Transparencies Envelope pp. 133-136</b></p> <p><b>Study Journal TE pp. 119-120</b></p> <p><b>Letters: Abigail Adams TE p. 136</b></p> <p><b>Lesson Assessment TE pp. 136T6-7</b></p> <p> <i>Digital Path TE p. 136T1</i>  <i>(DVD) Women of the Revolution</i></p> <p> <i>Active Path – Revolutionary Women Scavenger Hunt TE pp. 136T2-4</i></p> <p><i>ELA Transparencies Envelope, R27 – Draw Conclusions, Suffixes TE p. 133T3</i></p> <hr/> <p><i>English Learners – Women in the Revolution TE p. 133T3</i></p> <hr/> <p><i>Extra Support – Make Generalizations TE p. 133T3</i></p> <p><i>Extra Support – Compare and Contrast TE p. 133T3</i></p> <hr/> <p><i>Challenge – Extend Conversation TE p. 133T3</i></p> <p><i>Challenge – Compare and Contrast TE p. 133T3</i></p> <p><i>Find Out More – “To His Excellency General Washington,” by Phillis Wheatley TE p. 136T5</i></p>
H-SS	5.6.4 Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.	<p><b>Lesson 4: What was life like in the colonies during the Revolution?</b></p> <p> <b>Text Path TE p. 137T4</b>  <b>Student Text Transparencies Envelope pp. 137-140</b></p> <p><b>Study Journal TE pp. 119-120</b></p>




STANDARD	OBJECTIVE	INSTRUCTIONAL SUPPORT
H-SS	5.6.5 Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.	<p><b>Cost-Benefit Analysis TE p. 140</b></p> <p><b>Lesson Assessment TE pp. 140T6-7</b></p> <p> <i>Digital Path TE p. 140T1</i> <i>(DVD) Colonial Life and the Revolution</i></p> <p> <i>Active Path – Revolutionary War Board Game TE pp. 140T2-4</i></p> <p><i>ELA Transparencies Envelope, R28 – Main Idea and Details, Suffixes TE p. 137T3</i></p> <hr/> <p><i>English Learners – Hardships of the Revolution TE p. 137T3</i></p> <hr/> <p><i>Extra Support – Identify Cause and Effect TE p. 137T3</i> <i>Extra Support – Make Generalizations TE p. 137T3</i></p> <hr/> <p><i>Challenge – Predict TE p. 137T3</i> <i>Challenge – Research to Learn More TE p. 137T3</i></p> <p><i>Find Out More – The American Revolution TE p. 140T5</i></p> <p><b>Lesson 5: How did the American Revolution affect the creation of state governments?</b></p> <p> <b>Text Path TE p. 141T4</b> <b>Student Text Transparencies Envelope pp. 141-144</b></p> <p><b>Study Journal TE pp. 119-120</b></p> <p><b>The Magna Carta TE p. 144</b></p> <p><b>Lesson Assessment TE pp. 144T6-7</b></p> <p> <i>Digital Path TE p. 144T1</i> <i>(DVD) From Colony to Statehood</i></p> <p> <i>Active Path – State Constitution Sources TE pp. 144T2-4</i></p>





STANDARD		OBJECTIVE	INSTRUCTIONAL SUPPORT
H-SS	5.6.6 Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land.	<p><i>ELA Transparencies Envelope, R29 – Sequence, Synonyms/Antonyms TE p. 141T3</i></p>	
		<p><i>English Learners – New Governments TE p. 141T3</i></p>	
		<p><i>Extra Support – Identify the Main Idea TE p. 141T3</i>  <i>Extra Support – Summarize TE p. 141T3</i></p>	
		<p><i>Challenge – Compare and Contrast TE p. 141T3</i></p>	
		<p><i>Challenge – Evaluate TE p. 141T3</i></p>	
		<p><i>Find Out More – Writing State Constitutions TE p. 144T5</i></p>	
		<p><b>Lesson 6: How did the United States move into western lands?</b></p> <p> <b>Text Path TE p. 145T4</b>  <b>Student Text Transparencies Envelope pp. 145-148</b></p> <p><b>Study Journal TE pp. 119-120</b></p> <p><b>Interviews: Big Eagle TE p. 148</b></p> <p><b>Lesson Assessment TE pp. 148T6-7</b></p> <p> <i>Digital Path TE p. 148T1</i>  <i>(DVD) Settling the West</i></p> <p> <i>Active Path – Northwest Territory Skit TE pp. 148T2-4</i></p> <p><i>ELA Transparencies Envelope, R30 – Sequence, Greek/Latin Roots TE p. 145T3</i></p>	
		<p><i>English Learners – Movement West TE p. 145T3</i></p>	
		<p><i>Extra Support – Use Sequence TE p. 145T3</i>  <i>Extra Support – Compare and Contrast TE p. 145T3</i></p>	






STANDARD	OBJECTIVE	INSTRUCTIONAL SUPPORT
H-SS	5.6.7 Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.	<p><i>Challenge – Evaluate TE p. 145T3</i>  <i>Challenge – Predict TE p. 145T3</i></p> <p><i>Find Out More – Becoming a State TE p. 148T5</i></p> <p><b>Lesson 7: How did people’s views on slavery change after independence?</b></p> <p> <b>Text Path TE p. 149T4</b>  <b>Student Text Transparencies Envelope pp. 149-152</b></p> <p><b>Study Journal TE pp. 119-120</b></p> <p><b>Documents: Drafts of the Declaration of Independence TE p. 152</b></p> <p><b>Lesson Assessment TE pp. 152T6-7</b></p> <p> <i>Digital Path TE p. 152T1</i>  <i>(DVD) The Slavery Debate</i></p> <p> <i>Active Path – Slavery in Government Documents TE pp. 152T2-4</i></p> <p><i>ELA Transparencies Envelope, R31 – Cause and Effect, Synonyms/Antonyms TE p. 149T3</i></p> <hr/> <p><i>English Learners – The Issue of Slavery TE p. 149T3</i></p> <hr/> <p><i>Extra Support – Take Notes TE p. 149T3</i>  <i>Extra Support – Make Generalizations TE p. 149T3</i></p> <hr/> <p><i>Challenge – Apply Concepts TE p. 149T3</i>  <i>Challenge – Research and Learn More TE p. 149T3</i></p> <p><i>Find Out More – Ending Slavery TE p. 152T5</i></p>









STANDARD	OBJECTIVE	INSTRUCTIONAL SUPPORT
	<div data-bbox="425 382 1302 655" style="border: 3px double black; padding: 10px;"> <b>End of Unit 6 Assessment Options</b> <i>Culminating Writing Activity TE pp. 152T27-28</i> <i>Unit Multiple-Choice Test TE pp. 152T29-31</i> <i>Unit Short-Answer Test TE pp. 152T32-34</i> <i>Online Unit Test</i></div>	


STANDARD	OBJECTIVE	INSTRUCTIONAL SUPPORT
<b>Grade 5      Unit 7      Forming a New Nation      approximately 3-4 weeks</b>		
<p>H-SS</p>	<p>5.7      Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.</p>	<p><b>UNIT 7</b></p> <p><i>Unit Project: A Constitution Mural</i> TE pp. 154T2-3</p> <p><i>Content Readers – <u>The People Who Gave Us the U.S. Constitution, Words of Freedom: The U.S. Constitution, Authors of Liberty: Writing the U.S. Constitution</u></i> TE p. 178T10</p> <p><i>Read-Aloud Literature – <u>Shh! We're Writing the Constitution</u></i> TE p. 178T11</p>
<p>H-SS</p>	<p>5.7.1      List the shortcomings of the Articles of Confederation as set forth by their critics.</p>	<p><b>Lesson 5.7.1: What problems did the new United States government face?</b></p> <p> <b>Text Path</b> TE p. 155T4 <b>Student Text Transparencies Envelope</b> pp. 155-158</p> <p><b>Study Journal</b> TE pp. 153-154</p> <p><b>Documents: The Albany Plan</b> TE p. 158</p> <p><b>Lesson Assessment</b> TE pp. 158T6-7</p> <p> <i>Digital Path</i> TE p. 158T1 <i>(DVD) The Articles of Confederation</i></p> <p> <i>Active Path – Role Play</i> TE pp. 158T2-4</p> <p><i>ELA Transparencies Envelope, R32 – Draw Conclusions</i> TE p. 155T3</p> <hr/> <p><i>English Learners – A Weak Central Government</i> TE p. 155T3</p> <hr/> <p><i>Extra Support – Make Generalizations</i> TE p. 155T3</p> <p><i>Extra Support – Summarize</i> TE p. 155T3</p>




STANDARD		OBJECTIVE	INSTRUCTIONAL SUPPORT
H-SS	5.7.2	<p>Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.</p>	<p><i>Challenge – Predict TE p. 155T3</i>  <i>Challenge – Analyze TE p. 155T3</i>  <i>Find Out More – Taxes TE p. 158T5</i></p> <p><b>Lesson 2: How did the United States create a constitution?</b></p> <p> <b>Text Path TE p. 159T4</b>  <b>Student Text Transparencies Envelope pp. 159-162</b></p> <p><b>Study Journal TE pp. 153-154</b></p> <p><b>James Madison TE p. 162</b></p> <p><b>Lesson Assessment TE pp. 162T6-7</b></p> <p> <i>Digital Path TE p. 162T1</i>  <i>(DVD) Creating the Constitution</i></p> <p> <i>Active Path – Create a Poster</i>  <i>TE pp. 162T2-4</i></p> <p><i>ELA Transparencies Envelope, R33 – Draw Conclusions TE p. 159T3</i></p> <hr/> <p><i>English Learners – A New Government</i>  <i>TE p. 159T3</i></p> <hr/> <p><i>Extra Support – Make Generalizations</i>  <i>TE p. 159T3</i></p> <p><i>Extra Support – Summarize TE p. 159T3</i></p> <hr/> <p><i>Challenge – Analyze TE p. 159T3</i>  <i>Challenge – Evaluate TE p. 159T3</i></p> <p><i>Find Out More – Who Counts?</i>  <i>TE p. 162T5</i></p>
H-SS	5.7.3	<p>Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.</p>	<p><b>Lesson 3: What are the rights of U.S. citizens?</b></p> <p> <b>Text Path TE p. 163T4</b>  <b>Student Text Transparencies Envelope pp. 163-166</b></p> <p><b>Study Journal TE pp. 153-154</b></p>

STANDARD	OBJECTIVE	INSTRUCTIONAL SUPPORT
H-SS	5.7.4 Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.	<p><b>Amending the Constitution</b> TE p. 166</p> <p><b>Lesson Assessment</b> TE pp. 166T6-7</p> <p> <i>Digital Path</i> TE p. 166T1 (DVD) <i>Liberty and Justice for All</i></p> <p> <i>Active Path – Bill of Rights</i> TE pp. 166T2-4</p> <p><i>ELA Transparencies Envelope, R34 – Draw Conclusions</i> TE p. 163T3</p>
		<p><i>English Learners – Rights of Citizens</i> TE p. 163T3</p> <hr/> <p><i>Extra Support – Make a List</i> TE p. 163T3 <i>Extra Support – Summarize</i> TE p. 163T3</p> <hr/> <p><i>Challenge – Research to Learn More</i> TE p. 163T3</p> <p><i>Challenge – Evaluate</i> TE p. 163T3</p> <p><i>Find Out More – The Bill of Rights</i> TE p. 166T5</p> <p><b>Lesson 4: What is the role of government?</b></p> <p> <b>Text Path</b> TE p. 167T4 <b>Student Text Transparencies Envelope</b> pp. 167-170</p> <p><b>Study Journal</b> TE pp. 153-154</p> <p><b>Flow Charts</b> TE p. 170</p> <p><b>Lesson Assessment</b> TE pp. 170T6-7</p> <p> <i>Digital Path</i> TE p. 170T1 (DVD) <i>Branches of Government</i></p> <p> <i>Active Path – Make a Chart</i> TE pp. 170T2-4</p>




STANDARD	OBJECTIVE	INSTRUCTIONAL SUPPORT
H-SS	5.7.5 Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.	<p><i>ELA Transparencies Envelope, R35 – Main Idea and Details TE p. 167T3</i></p>
		<p><i>English Learners – Role of Government TE p. 167T3</i></p>
		<p><i>Extra Support v Compare and Contrast TE p. 167T3</i>  <i>Extra Support – Identify Relationships TE p. 167T3</i></p>
		<p><i>Challenge – Analyze TE p. 167T3</i>  <i>Challenge – Evaluate TE p. 167T3</i>  <i>Find Out More – Checks and Balances TE p. 170T5</i></p>
		<p><b>Lesson 5: How do citizens help protect liberty?</b></p>
		<p> <b>Text Path TE p. 171T4</b>  <b>Student Text Transparencies Envelope pp. 171-174</b></p>
		<p><b>Study Journal TE pp. 153-154</b></p>
		<p><b>The Seneca Falls Convention TE p. 174</b></p>
		<p><b>Lesson Assessment TE pp. 174T6-7</b></p>
		<p> <i>Digital Path TE p. 174T1</i>  <i>(DVD) Safeguarding Liberty</i></p>
<p> <i>Active Path – You Have a Voice! TE pp. 174T2-4</i></p>		
<p><i>ELA Transparencies Envelope, R36 – Draw Conclusions TE p. 171T3</i></p>		
<p><i>English Learners – Responsibilities of Citizens TE p. 171T3</i></p>		
<p><i>Extra Support – Make a List TE p. 171T3</i>  <i>Extra Support – Summarize TE p. 171T3</i></p>		





STANDARD	OBJECTIVE	INSTRUCTIONAL SUPPORT
H-SS	5.7.6 Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.	<p><i>Challenge – Evaluate TE p. 171T3</i>  <i>Challenge – Research to Learn More TE p. 171T3</i></p> <p><i>Find Out More – Dr. Martin Luther King, Jr. TE p. 174T5</i></p> <p><b>Lesson 6: How does music express American ideals?</b></p> <p> <b>Text Path TE p. 175T4</b>  <b>Student Text Transparencies Envelope pp. 175-178</b></p> <p><b>Study Journal TE pp. 153-154</b></p> <p><b>The New Colossus TE p. 178</b></p> <p><b>Lesson Assessment TE pp. 178T6-7</b></p> <p> <i>Digital Path – TE p. 178T1</i>  <i>(DVD) Patriotic Songs</i></p> <p> <i>Active Path – Patriotic Song Poster TE pp. 178T2-4</i></p> <p><i>ELA Transparencies Envelope, R37 – Main Idea and Details TE p. 175T3</i></p> <hr/> <p><i>English Learners – Patriotic Expressions TE p. 175T3</i></p> <hr/> <p><i>Extra Support – Compare and Contrast TE p. 175T3</i>  <i>Extra Support – Make a List TE p. 175T3</i></p> <hr/> <p><i>Challenge – Analyze TE p. 175T3</i>  <i>Challenge – Research to Learn More TE p. 175T3</i></p> <p><i>Find Out More – The American Flag TE p. 178T5</i></p>






STANDARD	OBJECTIVE	INSTRUCTIONAL SUPPORT
	<div data-bbox="402 302 1279 562" style="border: 3px double black; padding: 10px;"><p><b><i>End of Unit 7 Assessment Options</i></b> <i>Culminating Writing Activity TE pp. 178T25-30</i> <i>Unit Multiple-Choice Test TE pp. 178T31-33</i> <i>Unit Short-Answer Test TE pp. 178T34-36</i> <i>Online Unit Test</i></p></div>	




STANDARD	OBJECTIVE	INSTRUCTIONAL SUPPORT
<b>Grade 5    Unit 8    A Nation Moves West    approximately 2-3 weeks</b>		
<p>H-SS</p>	<p>5.8    Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.</p>	<p><b>UNIT 8</b></p> <p><i>Unit Project – Western Expansion Map</i> TE pp. 180T2-3</p> <p><i>Content Readers – <u>The Growing United States, The Search for Land, Gold, and a New Life, Following the Golden Dream</u></i> TE p. 204T10</p> <p><i>Read-Aloud Literature – <u>Bound for Oregon</u></i> TE p. 204T11</p>
<p>H-SS</p>	<p>5.8.1    Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats).</p>	<p><b>Lesson 1: How did people reach lands west of the Appalachians?</b></p> <p> <b>Text Path TE p. 181T4</b> <b>Student Text Transparencies Envelope pp. 181-184</b></p> <p><b>Study Journal TE pp. 179-180</b> <b>Bar Graphs TE p. 184</b></p> <p><b>Lesson Assessment TE pp. 184T8-9</b></p> <p> <i>Digital Path TE p. 184T1</i> <i>(DVD) The Move West</i></p> <p> <i>Active Path – Identify Push and Pull Factors TE pp. 184T2-4</i></p> <p><i>ELA Transparencies Envelope, R38 – Compare and Contrast TE p. 181T3</i></p> <hr/> <p><i>English Learners – Transportation TE p. 181T3</i></p> <hr/> <p><i>Extra Support – Cause and Effect TE p. 181T3</i> <i>Extra Support – Compare and Contrast TE p. 181T3</i></p>







STANDARD	OBJECTIVE	INSTRUCTIONAL SUPPORT
H-SS	5.8.2 Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions).	<p><i>Challenge – Research to Learn More</i> TE p. 181T3</p> <p><i>Challenge – Respond to Information</i> TE p. 181T3</p> <p><i>Find Out More – Daniel Boone</i> TE p. 184T5</p> <p><b>Lesson 2: What were the geographic features of western lands?</b></p> <p> <b>Text Path TE p. 185T4</b> <b>Student Text Transparencies Envelope pp. 185-188</b></p> <p><b>Study Journal TE pp. 179-180</b></p> <p><b>Physical Maps TE p. 188</b></p> <p><b>Lesson Assessment TE pp. 188T6-7</b></p> <p> <i>Digital Path TE p. 188T1</i> <i>(DVD) The United States of 1850</i></p> <p> <i>Active Path – Geography Card Game</i> TE p. 188T2-4</p> <p><i>ELA Transparencies Envelope, R39 – Draw Conclusions TE p. 185T3</i></p> <hr/> <p><i>English Learners – Geographic Features</i> TE p. 185T3</p> <hr/> <p><i>Extra Support – Categorize TE p. 185T3</i> <i>Extra Support – Make Generalizations</i> TE p. 185T3</p> <hr/> <p><i>Challenge – Analyze TE p. 185T3</i> <i>Challenge – Perform Skits TE p. 185T3</i></p> <p><i>Find Out More – The Western Territories Become States TE p. 188T5</i></p>

STANDARD	OBJECTIVE	INSTRUCTIONAL SUPPORT
H-SS	5.8.3 Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).	<p><b>Lesson 3: What were the major explorations of western lands?</b></p> <p> <b>Text Path TE p. 189T4</b>  <b>Student Text Transparencies Envelope pp. 189-192</b></p> <p><b>Study Journal TE pp. 179-180</b></p> <p><b>Meriwether Lewis, William Clark TE p. 192</b></p> <p><b>Lesson Assessment TE pp. 192T6-7</b></p> <p> <i>Digital Path TE p. 192T1</i>  <i>(DVD) Lewis and Clark's Expedition</i></p> <p> <i>Active Path – Role Play</i>  <i>TE p. 192T2-4</i></p> <p><i>ELA Transparencies Envelope, R40 – Make Generalizations TE p. 189T3</i></p> <hr/> <p><i>English Learners – Exploration of the West TE p. 189T3</i></p> <hr/> <p><i>Extra Support – Identify Cause and Effect TE p. 189T3</i>  <i>Extra Support – Summarize TE p. 189T3</i></p> <hr/> <p><i>Challenge – Research to Learn More TE p. 189T3</i>  <i>Challenge – Compare and Contrast TE p. 189T3</i>  <i>Find Out More – Mapping the West TE p. 192T5</i></p>
H-SS	5.8.4 Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).	<p><b>Lesson 4: What was life like on the overland trails?</b></p> <p> <b>Text Path TE p. 193T4</b>  <b>Student Text Transparencies Envelope pp. 193-196</b></p> <p><b>Study Journal TE pp. 179-180</b></p>


STANDARD	OBJECTIVE	INSTRUCTIONAL SUPPORT
H-SS	5.8.5 Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.	<p><b>Diaries: Lucia Eugenia Lamb Everett TE p. 196</b></p> <p><b>Lesson Assessment TE pp. 196T6-7</b></p> <p> <i>Digital Path TE p. 196T1</i> (DVD) <i>Life on the Overland Trails</i></p> <p> <i>Active Path – Trails West Poster TE pp. 196T2-4</i></p> <p><i>ELA Transparencies Envelope, R41 – Compare and Contrast TE p. 193T3</i></p>
		<p><i>English Learners – Going West TE p. 193T3</i></p> <hr/> <p><i>Extra Support – Compare and Contrast TE p. 193T3</i> <i>Extra Support – Make Generalizations TE p. 193T3</i></p> <hr/> <p><i>Challenge – Predict TE p. 193T3</i> <i>Challenge – Apply Concepts TE p. 193T3</i> <i>Find Out More – Legends and Tall Tales TE p. 196T5</i></p> <p><b>Lesson 5: Why have Mexican settlers migrated into the West and Southwest?</b></p> <p> <b>Text Path TE p. 197T4</b> <b>Student Text Transparencies Envelope pp. 197-200</b></p> <p><b>Study Journal TE pp. 179-180</b> <b>César Chávez TE p. 200</b></p> <p><b>Lesson Assessment TE pp. 200T6-7</b></p> <p> <i>Digital Path TE p. 200T1</i> (DVD) <i>Mexican Migration</i></p> <p> <i>Active Path – Migration Board Game TE pp. 200T2-4</i></p>

STANDARD		OBJECTIVE	INSTRUCTIONAL SUPPORT
H-SS	5.8.6	Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.	<p><i>ELA Transparencies Envelope, R42 – Main Idea and Details TE p. 197T3</i></p>
			<p><i>English Learners – Mexican Influence TE p. 197T3</i></p>
			<p><i>Extra Support – Make a Time Line TE p. 197T3</i>  <i>Extra Support – Cause and Effect TE p. 197T3</i></p>
			<p><i>Challenge – Extend Conversation TE p. 197T3</i>  <i>Challenge – Apply Concepts TE p. 197T3</i>  <i>Find Out More – Moving North TE p. 200T5</i></p>
			<p><b>Lesson 6: How did the United States expand in the 1800s?</b></p> <p> <b>Text Path TE p. 201T4</b>  <b>Student Text Transparencies Envelope pp. 201-204</b></p> <p><b>Study Journal TE pp. 179-180</b></p> <p><b>Chronology on Maps TE p. 204</b></p> <p><b>Lesson Assessment TE pp. 200T6-7</b></p> <p> <i>Digital Path TE p. 204T1</i>  <i>(DVD) U.S. Expansion</i></p> <p> <i>Active Path – Manifest Destiny Map TE pp. 204T2-4</i></p> <p><i>ELA Transparencies Envelope, R43 – Sequence TE p. 201T3</i></p>
			<p><i>English Learners – Western Expansion TE p. 201T3</i></p>
			<p><i>Extra Support – Identify Sequence TE p. 201T3</i>  <i>Extra Support – Take Notes TE p. 201T3</i></p>

STANDARD	OBJECTIVE	INSTRUCTIONAL SUPPORT
		<p><i>Challenge – Research to Learn More TE p. 201T3</i></p> <p><i>Challenge – Predict TE p. 201T3</i></p> <p><i>Find Out More – The Mexican-American War TE p. 204T5</i></p> <div data-bbox="456 522 1328 814" style="border: 3px double black; padding: 10px; margin: 10px auto; width: fit-content;"> <p> <b>End of Unit 8 Assessment Options</b></p> <p><i>Culminating Writing Activity TE pp. 204T27-28</i></p> <p><i>Unit Multiple-Choice Test TE pp. 204T29-31</i></p> <p><i>Unit Short-Answer Test TE pp. 204T32-34</i></p> <p><i>Online Unit Test</i></p> </div>

STANDARD	OBJECTIVE	INSTRUCTIONAL SUPPORT
<p><i>Grade 5 Unit 9 States and Capitals</i></p>		<p><i>approximately 1-2 weeks</i></p>
<p>H-SS</p>	<p>5.9 Students know the location of the current 50 states and the names of their capitals.</p>	<p><b>UNIT 9</b></p> <p><i>Unit Project – States and Capitals Bingo TE p. 206T2</i></p> <p><i>Content Readers – Visiting State Capitals, Touring the United States, Sightseeing in Our Country's Capitals TE p. 210T10</i></p> <p><i>Read-Aloud Literature smart About the Fifty States TE p. 210T11</i></p> <p><b>Lesson 1: What are the fifty states and capitals?</b></p> <p> <b>Text Path TE p. 207T4</b>  <b>Student Text Transparencies Envelope pp. 207-210</b></p> <p><b>Study Journal TE pp. 205-206</b></p> <p><b>State and Federal Government TE p. 210</b></p> <p><b>Lesson Assessment TE pp. 210T6-7</b></p> <p> <i>Digital Path TE p. 210T1</i>  <i>(DVD) The Nifty Fifty</i></p> <p> <i>Active Path – States and Capitals TE pp. 210T1</i></p> <p><i>ELA Transparencies Envelope, R44 – Main Idea and Details, Homophones TE p. 207T3</i></p> <hr/> <p><i>English Learners – Capital and Capitol TE p. 207T3</i></p> <hr/> <p><i>Extra Support – Identify Main Idea TE p. 207T3</i></p> <p><i>Extra Support – Summarize TE p. 207T3</i></p>

STANDARD	OBJECTIVE	INSTRUCTIONAL SUPPORT
		<p><i>Challenge – Research to Learn More TE p. 207T3</i></p> <p><i>Challenge – Use a Map TE p. 207T3</i></p> <p><i>Find Out More – The United States Today TE p. 207T5</i></p>

 **End of Unit 9 Assessment Options**

*Culminating Writing Activity TE pp. 2010T17-20*

*Unit Multiple-Choice Test TE pp. 2010T21-22*

*Unit Short-Answer Test TE pp. 2010T23-24*

*Online Unit Test*