| **Unit** | **Lesson** | **Standard(s)** | **Resources** |
| --- | --- | --- | --- |
| **Unit 1**  What basic ideas about government did the Founders have? | **Lesson 1**  What were the British colonies in America like in the 1770s? | **SS.5.13.** Explore the development of colonial America and compare differences among the colonies. **(H)**  **SS.5.15.** Analyze how various political, religious, and intellectual ideas influenced the development of early American society and government. **(H)**  **SS.5.16.** Evaluate the causes and effects of the American Revolution. **(H)**  **SS.5.17.** Analyze how and why racial, ethnic, and other groups were oppressed in early American history. **(MC)**  **SS.5.19.** Discuss the contributions of culturally, racially, and ethnically diverse people to the advancement of the nation. **(MC)**  **SS.5.20.** Analyze how individuals, groups, and institutions have influenced the interpretation of foundational documents over time. **(C)**  **SS.5.29.** Evaluate the relationship between humans and the environment in early American history. **(G)**  **SS.5.31.** Analyze how physical geography and natural resources affected exploration within the settlement of people, and the development of culture in early U.S. history. **(G)**  **SS.5.32.** Compare and contrast the similarities and differences of the economies of the colonial regions. **(E)**  **SS.5.34.** Evaluate the role of slavery in the early U.S. economy. **(E)** |  |
| **Unit 1**  What basic ideas about government did the Founders have? | **Lesson 2**  Why did the Founders believe that people needed a government? | **SS.5.13.** Explore the development of colonial America and compare differences among the colonies. **(H)**  **SS.5.15.** Analyze how various political, religious, and intellectual ideas influenced the development of early American society and government. **(H)**  **SS.5.20.** Analyze how individuals, groups, and institutions have influenced the interpretation of foundational documents over time. **(C)**  **SS.5.22.** Analyze core civic dispositions and democratic principles and their influence on early American history. **(C)**  **SS.5.27.** Describe how views of individual rights in our nation have changed over time. **(C)** |  |
| **Unit 1**  What basic ideas about government did the Founders have? | **Lesson 3**  What is a Republican government? | **SS.5.15.** Analyze how various political, religious, and intellectual ideas influenced the development of early American society and government. **(H)**  **SS.5.20.** Analyze how individuals, groups, and institutions have influenced the interpretation of foundational documents over time. **(C)**  **SS.5.21.** Describe representative government and explore debates that formed of the U.S. Constitution. **(C)**  **SS.5.22.** Analyze core civic dispositions and democratic principles and their influence on early American history. **(C)** |  |
| **Unit** | **Lesson** | **Standard(s)** | **Resources** |
| **Unit 1**  What basic ideas about government did the Founders have? | **Lesson 4**  What is a constitutional government? | **SS.5.15.** Analyze how various political, religious, and intellectual ideas influenced the development of early American society and government. **(H)**  **SS.5.26.** Explain the structures of constitutional government and the role of checks and balances. **(C)** |  |
| **Unit 1**  What basic ideas about government did the Founders have? | **Lesson 5**  What ideas did the Founders use in the Declaration of Independence? | **SS.5.14.** Analyze the way in which Native, European, and African cultures were impacted by conflict and compromise in our nation’s early history. **(H)**  **SS.5.15.** Analyze how various political, religious, and intellectual ideas influenced the development of early American society and government. **(H)**  **SS.5.16.** Evaluate the causes and effects of the American Revolution. **(H)**  **SS.5.20.** Analyze how individuals, groups, and institutions have influenced the interpretation of foundational documents over time. **(C)**  **SS.5.22.** Analyze core civic dispositions and democratic principles and their influence on early American history. **(C)**  **SS.5.23.** Investigate how individuals exercise rights and responsibilities. **(C)**  **SS.5.24.** Investigate methods by which individuals can influence rules and laws in the classroom, school, government, and/or society. **(C)**  **SS.5.35.** Explain how trade was an important issue during the colonial period, the American Revolution, and the formation of the U.S. **(E)** |  |
| **Unit 1**  What basic ideas about government did the Founders have? | **Lesson 6**  What were the first governments like? | **SS.5.15.** Analyze how various political, religious, and intellectual ideas influenced the development of early American society and government. **(H)**  **SS.5.23.** Investigate how individuals exercise rights and responsibilities. **(C)**  **SS.5.26.** Explain the structures of constitutional government and the role of checks and balances. **(C)** |  |
| **Unit** | **Lesson** | **Standard(s)** | **Resources** |
| **Unit 2**  How did the Framers write our Constitution? | **Lesson 7**  What was the first national government like? | **SS.5.12.** Investigate what it meant to be an American for different groups of people in early American history. **(H)**  **SS.5.15.** Analyze how various political, religious, and intellectual ideas influenced the development of early American society and government. **(H)**  **SS.5.17.** Analyze how and why racial, ethnic, and other groups were oppressed in early American history. **(MC)**  **SS.5.20.** Analyze how individuals, groups, and institutions have influenced the interpretation of foundational documents over time. **(C)**  **SS.5.26.** Explain the structures of constitutional government and the role of checks and balances. **(C)**  **SS.5.30.** Analyze rules and laws that encouraged or restricted migration and immigration within regions of the early U.S. **(G)**  **SS.5.35.** Explain how trade was an important issue during the colonial period, the American Revolution, and the formation of the U.S. **(E)** |  |
| **Unit 2**  How did the Framers write our Constitution? | **Lesson 8**  How was the Philadelphia Convention organized? | **SS.5.15.** Analyze how various political, religious, and intellectual ideas influenced the development of early American society and government. **(H)**  **SS.5.20.** Analyze how individuals, groups, and institutions have influenced the interpretation of foundational documents over time. **(C)**  **SS.5.21.** Describe representative government and explore debates that formed of the U.S. Constitution. **(C)** |  |
| **Unit 2**  How did the Framers write our Constitution? | **Lesson 9**  How many representatives should each state have in Congress? | **SS.5.15.** Analyze how various political, religious, and intellectual ideas influenced the development of early American society and government. **(H)**  **SS.5.21.** Describe representative government and explore debates that formed of the U.S. Constitution. **(C)** |  |
| **Unit** | **Lesson** | **Standard(s)** | **Resources** |
| **Unit 2**  How did the Framers write our Constitution? | **Lesson 10**  What did the Framers do about the problem of slavery? | **SS.5.12.** Investigate what it meant to be an American for different groups of people in early American history. **(H)**  **SS.5.15.** Analyze how various political, religious, and intellectual ideas influenced the development of early American society and government. **(H)**  **SS.5.17.** Analyze how and why racial, ethnic, and other groups were oppressed in early American history. **(MC)**  **SS.5.19.** Discuss the contributions of culturally, racially, and ethnically diverse people to the advancement of the nation. **(MC)**  **SS.5.21.** Describe representative government and explore debates that formed of the U.S. Constitution. **(C)**  **SS.5.31.** Analyze how physical geography and natural resources affected exploration within the settlement of people, and the development of culture in early U.S. history. **(G)**  **SS.5.34.** Evaluate the role of slavery in the early U.S. economy. **(E)** |  |
| **Unit 3**  How does the Constitution organize our government? | **Lesson 11** What basic ideas about government are included in the Preamble to the Constitution? | **SS.5.15.** Analyze how various political, religious, and intellectual ideas influenced the development of early American society and government. **(H)**  **SS.5.20.** Analyze how individuals, groups, and institutions have influenced the interpretation of foundational documents over time. **(C)**  **SS.5.22.** Analyze core civic dispositions and democratic principles and their influence on early American history. **(C)** |  |
| **Unit 3**  How does the Constitution organize our government? | **Lesson 12** How does the Constitution limit the powers of our government? | **SS.5.15.** Analyze how various political, religious, and intellectual ideas influenced the development of early American society and government. **(H)**  **SS.5.26.** Explain the structures of constitutional government and the role of checks and balances. **(C)** |  |
| **Unit** | **Lesson** | **Standard(s)** | **Resources** |
| **Unit 3**  How does the Constitution organize our government? | **Lesson 13** What is the legislative branch? | **SS.5.15.** Analyze how various political, religious, and intellectual ideas influenced the development of early American society and government. **(H)**  **SS.5.26.** Explain the structures of constitutional government and the role of checks and balances. **(C)** |  |
| **Unit 3**  How does the Constitution organize our government? | **Lesson 14** What is the executive branch?? | **SS.5.15.** Analyze how various political, religious, and intellectual ideas influenced the development of early American society and government. **(H)**  **SS.5.26.** Explain the structures of constitutional government and the role of checks and balances. **(C)** |  |
| **Unit 3**  How does the Constitution organize our government? | **Lesson 15**  What is the judicial branch? | **SS.5.15.** Analyze how various political, religious, and intellectual ideas influenced the development of early American society and government. **(H)**  **SS.5.18.** Evaluate how individuals and groups used ideas from foundational documents to create communities of respect, equity, and diversity throughout American history. **(MC)**  **SS.5.24.** Investigate methods by which individuals can influence rules and laws in the classroom, school, government, and/or society. **(C)**  **SS.5.26.** Explain the structures of constitutional government and the role of checks and balances. **(C)** |  |
| **Unit 3**  How does the Constitution organize our government? | **Lesson 16**  How did the Constitution create a federal system of government? | **SS.5.15.** Analyze how various political, religious, and intellectual ideas influenced the development of early American society and government. **(H)**  **SS.5.26.** Explain the structures of constitutional government and the role of checks and balances. **(C)** |  |
| **Unit** | **Lesson** | **Standard(s)** | **Resources** |
| **Unit 4**  How does the Constitution protect our basic rights? | **Lesson 17**  How does the Constitution protect your right to freedom of expression? | **SS.5.12.** Investigate what it meant to be an American for different groups of people in early American history. **(H)**  **SS.5.15.** Analyze how various political, religious, and intellectual ideas influenced the development of early American society and government. **(H)**  **SS.5.18.** Evaluate how individuals and groups used ideas from foundational documents to create communities of respect, equity, and diversity throughout American history. **(MC)**  **SS.5.23.** Investigate how individuals exercise rights and responsibilities. **(C)**  **SS.5.24.** Investigate methods by which individuals can influence rules and laws in the classroom, school, government, and/or society. **(C)**  **SS.5.25.** Analyze how the Bill of Rights shaped the rights of Americans. **(C)**  **SS.5.27.** Describe how views of individual rights in our nation have changed over time. **(C)** |  |
| **Unit 4**  How does the Constitution protect our basic rights? | **Lesson 18**  How does the Constitution protect your right to freedom of religion? | **SS.5.12.** Investigate what it meant to be an American for different groups of people in early American history. **(H)**  **SS.5.15.** Analyze how various political, religious, and intellectual ideas influenced the development of early American society and government. **(H)**  **SS.5.17.** Analyze how and why racial, ethnic, and other groups were oppressed in early American history. **(MC)**  **SS.5.18.** Evaluate how individuals and groups used ideas from foundational documents to create communities of respect, equity, and diversity throughout American history. **(MC)**  **SS.5.23.** Investigate how individuals exercise rights and responsibilities. **(C)**  **SS.5.24.** Investigate methods by which individuals can influence rules and laws in the classroom, school, government, and/or society. **(C)**  **SS.5.25.** Analyze how the Bill of Rights shaped the rights of Americans. **(C)**  **SS.5.27.** Describe how views of individual rights in our nation have changed over time. **(C)** |  |
| **Unit** | **Lesson** | **Standard(s)** | **Resources** |
| **Unit 4**  How does the Constitution protect our basic rights? | **Lesson 19**  How does the Constitution protect your right to equal protection of the laws? | **SS.5.15.** Analyze how various political, religious, and intellectual ideas influenced the development of early American society and government. **(H)**  **SS.5.17.** Analyze how and why racial, ethnic, and other groups were oppressed in early American history. **(MC)**  **SS.5.18.** Evaluate how individuals and groups used ideas from foundational documents to create communities of respect, equity, and diversity throughout American history. **(MC)**  **SS.5.19.** Discuss the contributions of culturally, racially, and ethnically diverse people to the advancement of the nation**. (MC)**  **SS.5.23.** Investigate how individuals exercise rights and responsibilities. **(C)**  **SS.5.24.** Investigate methods by which individuals can influence rules and laws in the classroom, school, government, and/or society. **(C)**  **SS.5.25.** Analyze how the Bill of Rights shaped the rights of Americans. **(C)**  **SS.5.27.** Describe how views of individual rights in our nation have changed over time. **(C)** |  |
| **Unit 4**  How does the Constitution protect our basic rights? | **Lesson 20**  How does the Constitution protect your right to due process of law? | **SS.5.15.** Analyze how various political, religious, and intellectual ideas influenced the development of early American society and government. **(H)**  **SS.5.17.** Analyze how and why racial, ethnic, and other groups were oppressed in early American history. **(MC)**  **SS.5.18.** Evaluate how individuals and groups used ideas from foundational documents to create communities of respect, equity, and diversity throughout American history. **(MC)**  **SS.5.19.** Discuss the contributions of culturally, racially, and ethnically diverse people to the advancement of the nation**. (MC)**  **SS.5.23.** Investigate how individuals exercise rights and responsibilities. **(C)**  **SS.5.24.** Investigate methods by which individuals can influence rules and laws in the classroom, school, government, and/or society. **(C)**  **SS.5.25.** Analyze how the Bill of Rights shaped the rights of Americans. **(C)**  **SS.5.27.** Describe how views of individual rights in our nation have changed over time. **(C)** |  |
| **Unit** | **Lesson** | **Standard(s)** | **Resources** |
| **Unit 4**  How does the Constitution protect our basic rights? | **Lesson 21**  How does the Constitution protect your right to vote?? | **SS.5.12.** Investigate what it meant to be an American for different groups of people in early American history. **(H)**  **SS.5.15.** Analyze how various political, religious, and intellectual ideas influenced the development of early American society and government. **(H)**  **SS.5.17.** Analyze how and why racial, ethnic, and other groups were oppressed in early American history. **(MC)**  **SS.5.18.** Evaluate how individuals and groups used ideas from foundational documents to create communities of respect, equity, and diversity throughout American history. **(MC)**  **SS.5.19.** Discuss the contributions of culturally, racially, and ethnically diverse people to the advancement of the nation**. (MC)**  **SS.5.23.** Investigate how individuals exercise rights and responsibilities. **(C)**  **SS.5.24.** Investigate methods by which individuals can influence rules and laws in the classroom, school, government, and/or society. **(C)**  **SS.5.25.** Analyze how the Bill of Rights shaped the rights of Americans. **(C)**  **SS.5.27.** Describe how views of individual rights in our nation have changed over time. **(C)** |  |
| **Unit 5**  What are the responsibilities of citizens? | **Lesson 22** What is the role of the United States in the World today? |  |  |
| **Unit 5**  What are the responsibilities of citizens? | **Lesson 23**  What are some important responsibilities of citizens? | **SS.5.23.** Investigate how individuals exercise rights and responsibilities. **(C)**  **SS.5.24.** Investigate methods by which individuals can influence rules and laws in the classroom, school, government, and/or society. **(C)**  **SS.5.25.** Analyze how the Bill of Rights shaped the rights of Americans. **(C)**  **SS.5.27.** Describe how views of individual rights in our nation have changed over time. **(C)** |  |
| **Unit** | **Lesson** | **Standard(s)** | **Resources** |
| **Unit 5**  What are the responsibilities of citizens? | **Lesson 24** How can citizens promote the common good? | **SS.5.23.** Investigate how individuals exercise rights and responsibilities. **(C)**  **SS.5.24.** Investigate methods by which individuals can influence rules and laws in the classroom, school, government, and/or society. **(C)** |  |