

Commercial Township School District
 Content Area: Social Studies
 Grade: 5
 Unit: 1: Settlement and Colonial Life

Unit Summary
<p>Settlers first arrived in Massachusetts Bay in 1630. Soon others followed, many of whom settled the Middle and Southern colonies. Some people arrived as indentured servants or African captives. European powers such as the French and Spanish claimed lands in the Southwest and West, as well as in the Middle West and Canada. The Puritan’s arrival at Massachusetts Bay in 1630 started the settlement that grew into the New England Colonies. Other settlers established colonies farther to the south, attracted by the natural resources and more temperate climate of what would become the Middle and Southern colonies.</p>
Student Learning Objectives
<p>6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.</p> <p>6.1.8.A.2.a Determine the roles of religious freedom and participatory government in various North American colonies.</p> <p>6.1.8.A.2.b Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.</p> <p>6.1.8.A.2.c Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.</p> <p>6.1.8.B.2.a Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.</p> <p>6.1.8.B.2.b Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.</p> <p>6.1.8.D.2.b Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.</p> <p>6.1.8.D.1.c Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.</p> <p>6.1.8.D.2.a Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.</p> <p>6.1.8.C.2.a Compare the practice of slavery and indentured servitude in Colonial labor systems</p> <p>6.1.8.C.2.c Analyze the impact of triangular trade on multiple nations and groups.</p>

Unit Sequence	
Part A: Why do people leave their homelands?	
Concepts	Formative Assessment
<p>Chapter 3:</p> <ul style="list-style-type: none"> • Immigrants leave their homelands due to political and economic problems and to seek economic opportunities and religious freedom. 	<p><i>Students who understand the concepts are able to:</i></p> <ul style="list-style-type: none"> • Explain the reasons why immigrants left their homelands. • Describe the consequences of colonization.

<ul style="list-style-type: none"> • Colonization of the Americas had unintended and sometimes devastating consequences. • When people from different cultures first meet there are opportunities for cooperation and compromise as well as conflict. • Europeans and Native americans often had differing points of view. 	<ul style="list-style-type: none"> • Give examples of how the different cultures worked together or had conflicts.
Unit Resources	District/School Summative Assessments
<ul style="list-style-type: none"> • Lesson quizzes • Student worktext • Smartboard Digital Presentations • Leveled Readers • Interactive Notebook • Primary sources 	<ul style="list-style-type: none"> • End of chapter Test • Projects

Part B: What does it take to build a new society?	
Concepts	Formative Assessment
Chapter 4: <ul style="list-style-type: none"> • Environment and location influence where people live and what they do there. • People adapt and modify the world around them to better suit their needs. • Trade and technology promote economic growth and help provide people with jobs. • Varied systems of labor- including indentured servitude, family labor, and slavery- were factors in the prosperity of colonial America. • As people and nations interact, they shape cultural and political institutions in new ways. 	<i>Students who understand the concepts are able to:</i> <ul style="list-style-type: none"> • Identify the reasons why people choose to settle in a particular region. • Describe the changes that were necessary to be successful in a certain region. • Identify and explain the changes in technology and trade that allowed for economic growth. • Understand the various labor systems that contributed to the prosperity of colonial America. • Describe the ways that interactions between different cultures impacted colonial America.
Unit Resources	District/School Summative Assessments
<ul style="list-style-type: none"> • Lesson quizzes • Student worktext 	<ul style="list-style-type: none"> • End of chapter Test • Projects

<ul style="list-style-type: none"> ● Smartboard Digital Presentations ● Leveled Readers ● Interactive Notebook ● Primary sources 	

Interdisciplinary Connections
<p>Language Arts and Technology:</p> <p>In order to integrate literacy skills and technology, students will use research by using text and media resources to build their knowledge of Colonial America. In researching the topic, students can recall and gather information by summarizing their research as they take notes. Students can also draw information from informational texts to support their choices in creating a slide presentation or biography. They must also provide a list of the resources used.</p>

Future Learning
Prior Learning

Modifications
<p><i>Modifications for not only special education students but for English Language learners, students at risk for school failure and gifted students.:</i></p> <p><i>Graphic organizers • Modified texts • Modified assessments • Written/audio instruction • Shorter paragraph/essay length • Homogeneously grouped by level</i></p> <p><i>Evaluate vocabulary • Elevate Text Complexity • Incorporate inquiry based assignments and projects • Extend curriculum • Balance individual, small group and whole group instruction • Provide tiered/multi-level activities • Include purposeful learning centers • Provide open-ended activities and projects • Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers • Provide pupils with experiences outside the 'regular' curriculum • Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level • Require a higher quality of work than the norm for the given age group • Promote higher level of thinking and making connections. • Focus on process learning skills such as brainstorming, decision making and social skills • Use supplementary materials in addition to the normal range of resources. • Encourage peer to peer mentoring • Integrate cross-curricular lessons • Incorporate real-world problem solving activities • Facilitate student-led questioning and discussions</i></p>

Career Ready Practices Standards

CRP1, CRP2, CRP3, CRP4, CRP8, CRP9, CRP10, CRP12

- **CRP1. Act as a responsible and contributing citizen and employee.** Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
- **CRP2. Apply appropriate academic and technical skills.** Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation
- **CRP3. Attend to personal health and financial well-being.** Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
- **CRP4. Communicate clearly and effectively and with reason.** Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
- **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.** Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
- **CRP9. Model integrity, ethical leadership and effective management.** Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
- **CRP10. Plan education and career paths aligned to personal goals.** Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

• **CRP12. Work productively in teams while using cultural global competence.** Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Commercial Township School District

Content Area: Social Studies

Grade: 5

Unit 2: The American Revolution and the Birth of a New Nation

Unit Summary
<p>England claimed land in North America. The English government passed several unpopular colonial tax laws in 1765, sparking unrest in the colonies. After organizing to protest the unfair taxation and other attempts to limit their rights, the colonists declared themselves an independent nation.</p>
Student Learning Objectives
<p>6.1.8.B.3.a Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.</p> <p>6.1.8.C.3.a Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.</p> <p>6.1.8.C.3.b Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.</p> <p>6.1.8.D.3.a Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.</p> <p>6.1.8.D.3.d Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.</p> <p>6.1.8.A.3.a Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.</p> <p>6.1.8.D.3.b Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.</p>

Unit Sequence	
<i>Part A: What is worth fighting for?</i>	
Concepts	Formative Assessment
<p>Chapter 5:</p> <ul style="list-style-type: none"> • People can stand up for what they believe. • People with similar ideals can work together to accomplish common goals. • Political change can have costs and benefits for different groups of people. • There are universal rights that all people share. 	<p><i>Students who understand the concepts are able to:</i></p> <ul style="list-style-type: none"> • Explain the reasons why people should stand up for what they believe. • Describe the consequences of independence for different groups of people. • Create a timeline depicting major battles of the American Revolution. • Identify influential people in the American Revolution.

	<ul style="list-style-type: none"> • Give examples of when different people with similar ideals worked together and the process that was necessary to accomplish common goals. • Identify the universal rights that all people share.
Unit Resources	District/School Summative Assessments
<ul style="list-style-type: none"> • Lesson quizzes • Student worktext • Smartboard Digital Presentations • Leveled Readers • Interactive Notebook • Primary sources • DVD/videos 	<ul style="list-style-type: none"> • End of chapter Test • Projects
Part B: What is the purpose of government?	
Concepts	Formative Assessment
Chapter 6: <ul style="list-style-type: none"> • Every citizen is equal under the laws of the United States. • The US Constitution is a enduring document that has been amended over time. • The US Constitution guarantees the rights of citizens and the structure and responsibilities of our government. • People with different viewpoints may need to compromise to reach a common goal. 	<i>Students who understand the concepts are able to:</i> <ul style="list-style-type: none"> • Identify the leaders of the Constitutional Convention and their views. • Summarize the struggles and compromises involved in writing the US Constitution. • Summarize how the US Constitution describes a good government. • Compare/ Contrast the Virginia Plan and the NJ Plan. • Explain what is meant by a separation of powers and the system of checks and balances.
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Language Arts and Technology:

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Future Learning

Prior Learning

Modifications

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Commercial Township School District
 Content Area: Social Studies
 Grade: 5
 Unit 3: The Young Nation Grows

Unit Summary
As a result of President Washington’s leadership and new technology, the nation doubles in size which had effects on Native americans, women, and African Americans.
Student Learning Objectives
<p>SOC.6.1.8.A.4.a - Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.</p> <p>SOC.6.1.8.A.4.b - Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.</p> <p>SOC.6.1.8.A.4.c - Assess the extent to which voting rights were expanded during the Jacksonian period.</p> <p>SOC.6.1.8.B.4.a - Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.</p> <p>SOC.6.1.8.B.4.b - Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.</p> <p>SOC.6.1.8.C.4.a - Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.</p> <p>SOC.6.1.8.C.4.b - Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.</p> <p>SOC.6.1.8.C.4.c - Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.</p> <p>SOC.6.1.8.D.4.a - Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.</p> <p>SOC.6.1.8.D.4.b - Describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.</p> <p>SOC.6.1.8.D.4.c - Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.</p>

Unit Sequence	
Part A: How do leaders shape a nation?	
Concepts	Formative Assessment
Chapter 7: <ul style="list-style-type: none"> ● Leaders affect the way that countries grow and develop. ● The War of 1812 helped establish our identity as an independent nation. ● Westward settlement and land policies affected Native Americans. ● The struggle for equal rights is an important part of American history. 	<i>Students who understand the concepts are able to:</i> <ul style="list-style-type: none"> • How did George Washington’s choice of new location for the capital help shape the nation? • Identify and analyze the effects of the War of 1812.

	<ul style="list-style-type: none"> Identify the contributions of Daniel Boone, Meriweather Lewis and William Clark in westward expansion. Describe the effects of the Indian Removal Act and how it impacted lives of Native Americans. Identify important leaders and their accomplishments in the fight for equal rights.
Unit Resources	District/School Summative Assessments
<ul style="list-style-type: none"> Lesson quizzes Student worktext Smartboard Digital Presentations Leveled Readers Interactive Notebook Primary sources DVD/videos 	<ul style="list-style-type: none"> End of chapter Test Projects

<i>Part B: What are the costs and benefits of growth?</i>	
Concepts	Formative Assessment
<p>Chapter 8:</p> <ul style="list-style-type: none"> Changes in technology have costs and benefits. Technological advances can change how and where people live. Nations can gain or lose territory through war, treaties, and the movement of people. People move for economic, political, and social reasons. 	<p><i>Students who understand the concepts are able to:</i></p> <ul style="list-style-type: none"> What benefit or advantage were pioneers seeking when they moved west? Analyze how new transportation system affected how and where people settled. Describe the concept of manifest destiny as an understanding by Americans that their nation would extend to the Pacific Ocean. Summarize the events of the war with Mexico and its effect on the expansion of the United States. Analyze the variety of economic opportunities that developed out of the gold rush.
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 Grade: 5
 Unit 4: Civil War and Reconstruction

Unit Summary
We will learn the causes and events that led to the Civil War and the differences in political and military strategies of the North and the South. There were significant battles and people that led to the ending of the Civil War.
Student Learning Objectives
<p>SOC.6.1.8.A.5.a - Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.</p> <p>SOC.6.1.8.A.5.b - Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.</p> <p>SOC.6.1.8.B.5.a - Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War.</p> <p>SOC.6.1.8.C.5.a - Assess the human and material costs of the Civil War in the North and South.</p> <p>SOC.6.1.8.C.5.b - Analyze the economic impact of Reconstruction on the South from different perspectives.</p> <p>SOC.6.1.8.D.5.a - Prioritize the causes and events that led to the Civil War from different perspectives.</p> <p>SOC.6.1.8.D.5.b - Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.</p> <p>SOC.6.1.8.D.5.c - Examine the roles of women, African Americans, and Native Americans in the Civil War.</p> <p>SOC.6.1.8.D.5.d - Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.</p>

Unit Sequence	
<i>What is worth fighting for?</i>	
Concepts	Formative Assessment
Chapter 9: <ul style="list-style-type: none"> ● Social, political, and economic differences can lead to conflict. ● When change is imposed or forced it is more difficult. ● People will fight to protect their beliefs and way of life. ● In wars, everything and everyone can be affected including people and the environment. ● Conflicts can have unexpected results that can reshape the country. 	<i>Students who understand the concepts are able to:</i> <ul style="list-style-type: none"> • What is a civil war? • How did the Northwest Ordinance of 1787 spark political unrest? • Analyze the causes of the Civil War? • Compare and contrast the Union and the Confederacy. • Describe the roles of women, African Americans and Native Americans during the war?

	<ul style="list-style-type: none"> • Explain the importance of the Emancipation Proclamation and its impact on American life? • Describe the provisions of the 13th, 14th and 15th Amendments to the Constitution. • Understand the effects of the assassination of Abraham Lincoln on the course of Reconstruction.
Unit Resources	District/School Summative Assessments
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Prior Learning

Modifications

Modifications for not only special education students but for English Language learners, students at risk for school failure and gifted students:

Graphic organizers • Modified texts • Modified assessments • Written/audio instruction • Shorter paragraph/essay length • Homogeneously grouped by level

Evaluate vocabulary • Elevate Text Complexity • Incorporate inquiry based assignments and projects • Extend curriculum • Balance individual, small group and whole group instruction • Provide tiered/multi-level activities • Include purposeful learning centers • Provide open-ended activities and projects • Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers • Provide pupils with experiences outside the 'regular' curriculum • Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level • Require a higher quality of work than the norm for the given age group • Promote higher level of thinking and making connections. • Focus on process learning skills such as brainstorming, decision making and social skills • Use supplementary materials in addition to the normal range of resources. • Encourage peer to peer mentoring • Integrate cross-curricular lessons • Incorporate real-world problem solving activities • Facilitate student-led questioning and discussions

21st Century Themes and Skills

Career Ready Practices Standards

CRP1, CRP2, CRP3, CRP4, CRP8, CRP9, CRP10, CRP12

- **CRP1. Act as a responsible and contributing citizen and employee.** Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
- **CRP2. Apply appropriate academic and technical skills.** Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation
- **CRP3. Attend to personal health and financial well-being.** Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
- **CRP4. Communicate clearly and effectively and with reason.** Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
- **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.** Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to

address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

- **CRP9. Model integrity, ethical leadership and effective management.** Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

- **CRP10. Plan education and career paths aligned to personal goals.** Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

- **CRP12. Work productively in teams while using cultural global competence.** Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Commercial Township School District
 Social Studies Curriculum
 Grade 5
 Pacing Guide

Unit Title	Sequence of Lessons	Timeline
Unit 1: Settlement and Colonial Life	Chapter 3: Lesson 1: The Spanish Colony in the Americas Lesson 2: The English Colonies in Virginia Lesson 3: Pilgrims and Puritans in New England Lesson 4: French and Dutch Colonies in North America Chapter 4: Lesson 1: New England, Middle , and Southern Colonies Lesson 2: Daily Life in the Colonies Lesson 3: Slavery in the Colonies Lesson 4: The French and Indian War	1st marking period
Unit 2: The American Revolution and the Birth of a New Nation	Chapter 5: Lesson 1: Tensions with Britain Lesson 2: The Colonists Rebel Lesson 3: Declaring Independence Lesson 4: On the Battlefield and at Home Lesson 5: Winning Independence Chapter 6: Lesson 1: Articles of Confederation Lesson 2: Creating the Constitution Lesson 3: Bill of Rights Lesson 4: Key Concepts of the Constitution	2nd marking period

<p>Unit 3: The Young Nation Grows</p>	<p>Chapter 7: Lesson 1: Washington Takes Office Lesson 2: Jefferson and the Louisiana Purchase Lesson 3: The War of 1812 Lesson 4: Native Americans and the Trail of Tears Lesson 5: Women and African Americans Fight For Freedom</p> <p>Chapter 8: Lesson 1: Inventions, Roads and Railroads Lesson 2: The Lone Star State Lesson 3: Trails to the West Lesson 4: The California Gold Rush</p>	<p>3rd marking period</p>
<p>Unit 4: Civil War and Reconstruction</p>	<p>Chapter 9: Lesson 1: Struggles over Slavery Lesson 2: The War Begins Lesson 3: Life During the Civil War Lesson 4: The War Ends Lesson 5: Reconstruction</p>	<p>4th marking period</p>

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Board of Education approved on: