

2021 - 2022, Fifth Grade, Social Studies, Quarter 1

<p>Big Ideas/Key Concepts: Financial Literacy Jumpstart -</p> <p>Students will examine the concept of using credit in a market economy, understand supply and demand, and explain the idea of entrepreneurship.</p>	
<p>5.WCE.SS.1 Teachers will honor the U.S. Constitution and recognize its significance and purpose. Federal Mandate 36 U.S. Code § 106 Freedom Week TCA § 49-6-1014</p>	<p>I can honor the Constitution and identify its purpose.</p>
<p>Standards</p>	<p>Student Friendly “I Can” Statements</p>
<p>5.WCE.BT.1 Recognize the concept of buying on credit and how Americans used credit or installment plans to purchase consumer goods.</p> <p>5.WCE.BT.2 Define and explain the Law of Supply and Demand and the interaction of individuals, families, communities, businesses, and the governments of Tennessee and the United States in a market economy.</p> <p>5.WCE.BT.3 Explain the basic concepts of entrepreneurship including brainstorming new ideas, marketing a product and selling to customers.</p>	<p>I can explain how Americans use credit/installment plans to purchase consumer goods.</p> <p>I can explain how supply and demand impacts production and consumption in Tennessee and the United States.</p> <p>I can create a fictional business or profession that would be viable in a free enterprise economy and role-play different scenarios.</p>

Big Ideas/Key Concepts: Tennessee Prior to Statehood (pre -1796)

Students will examine the origins of Tennessee and American Indians native to the region, the reasons for the settlement of Tennessee, Tennessee’s role in the American Revolution, and Tennessee’s first attempt at statehood.

Standards	Student Friendly “I Can” Statements
<p>5.26 Explain how the name “Tennessee” originated from the Yuchi word Tana-tsee, referring to where the rivers come together.</p> <p>5.27 Identify the cultures of the major indigenous settlements in Tennessee, including: the Paleo (Coats-Hines Site), Archaic, Woodland (Old Stone Fort, Pinson Mounds), and Mississippian (Chucalissa Indian Village).</p> <p>5.28 Identify the pre-colonial American Indian tribes residing in Tennessee (e.g., Cherokee, Chickasaw, Creek, and Shawnee), and analyze their various customs and traditions.</p> <p>5.29 Explain how the Cumberland Gap and Wilderness Road influenced migration into the Tennessee region following the Proclamation of 1763.</p> <p>5.30 Explain the significance of the Watauga Settlement on Tennessee history, including the following: Watauga Compact, Dragging Canoe, John Sevier, and Nancy Ward.</p>	<p>I can explain how the name “Tennessee” originated from the Yuchi word Tana-tsee, referring to where the rivers come together.</p> <p>I can identify the settlements and describe how they illustrate the culture of the Paleo, Archaic, Woodland and Mississippian Indians.</p> <p>I can locate the settlements of the Paleo, Archaic, Woodland and Mississippian indians on a map.</p> <p>I can write to compare and contrast the pre-colonial American Indian tribes residing in Tennessee and identify their customs and traditions.</p> <p>I can locate the pre-colonial American Indian tribes residing in Tennessee prior to statehood.</p> <p>I can explain how the Cumberland Gap and Wilderness Road made it easier to move into the Tennessee region following the Proclamation of 1763.</p> <p>I can explain the significance of the Watauga Settlement.</p> <p>I can explain the roles that Dragging Canoe, John Sevier and Nancy Ward played in the Watauga Settlement.</p>

Standards	Student Friendly “I Can” Statements
<p>5.31 Describe the founding of and the obstacles faced with the establishment of the Cumberland Settlements, including: the Battle of the Bluffs, John Donelson, and James Robertson.</p>	<p>I can describe the founding of the Cumberland Settlement including the roles of John Donelson and James Robertson.</p>
<p>5.32 Explain the importance of Tennesseans (i.e., Overmountain Men) in the Battle of Kings Mountain during the American Revolution.</p>	<p>I can describe the obstacles faced in the founding of the Cumberland Settlement including the Battle of the Bluffs.</p>
<p>5.33 Identify the Lost State of Franklin as Tennessee’s first attempt at statehood, and explain the reasons for its failure.</p>	<p>I can explain the importance of the Overmountain Men in the Battle of Kings Mountain.</p>
<p>5.34 Locate the Territory South of the River Ohio (i.e., Southwest Territory), identify its leaders, and explain how it was the first step to Tennessee’s statehood.</p>	<p>I can define the Lost State of Franklin as Tennessee’s first attempt at statehood, and explain why it failed.</p> <p>I can locate the Southwest Territory on a map.</p> <p>I can identify the Southwest Territory leaders and explain how it was the first step to Tennessee’s statehood.</p>

<p>Big Ideas/Key Concepts: Statehood and Early Tennessee History (1796-1849) Students will examine the process of Tennessee becoming a state, study the importance of Andrew Jackson and his presidency, and discuss important Tennesseans of the era.</p>	
Standards	Student Friendly “I Can” Statements
<p>5.35 Describe the steps that Tennessee took to become a state (i.e., population requirement, vote by the citizens, creation of a state constitution, and Congressional approval). (T.C.A. § 49-6-1028).</p>	<p>I can describe the steps that Tennessee took to become a state.</p>
<p>5.36 Identify the year Tennessee became a state, its first governor, and the original capital.</p>	<p>I can identify the year Tennessee became a state, its first governor, and the original capital.</p>
<p>5.37 Describe Tennessee’s involvement in the War of 1812, including:</p>	

<p>Andrew Jackson, the Tennessee volunteers, and Battle of Horseshoe Bend.</p> <p>5.38 Analyze the impact of Andrew Jackson’s presidency on the American Indian population of Tennessee, including: the Indian Removal Act, Trail of Tears, Treaty of Echota, and John Ross.</p> <p>5.39 Explain how the western boundary of Tennessee was expanded with the Jackson Purchase.</p> <p>5.40 Identify the impact of important Tennesseans prior to the Civil War, including:</p> <ul style="list-style-type: none"> ● David Crockett and Sam Houston (Texas War for Independence and the Alamo) ● President James K. Polk (Manifest Destiny) ● Sequoyah (Cherokee syllabary) <p>5.WCE.SS.11 Recognize how past events and issues might have been experienced by the people of that time, with historical context and empathy rather than present-mindedness. <i>(This standard is addressed throughout the year.)</i></p>	<p>I can describe the involvement of Andrew Jackson and the Tennessee volunteers in the War of 1812, including the Battle of Horseshoe Bend.</p> <p>I can describe the effect of Andrew Jackson’s presidency on the American Indian people.</p> <p>I can explain the impact of the Indian Removal Act and the Trail of Tears.</p> <p>I can write to explain the Treaty of Echota and John Ross’s opposition to it.</p> <p>I can explain how the Jackson Purchase expanded Tennessee’s western boundary.</p> <p>I can identify the roles of David Crockett and Sam Houston in the Texas War for Independence and the Alamo.</p> <p>I can identify the impact of President James K. Polk’s idea of Manifest Destiny.</p> <p>I can recognize the changes to the Cherokee way of life based on Sequoyah’s syllabary.</p> <p>I can summarize an historical event or issue using historical context to describe the experiences of people of that time.</p>
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2021 - 2022, Fifth Grade Social Studies, Quarter 2

Big Ideas/Key Concepts: Tennessee in the Civil War Era (1850s-1900) Students will analyze Tennessee history prior to the Civil War as well as the impact of the Civil War and Reconstruction on the state.	
Standards	Student Friendly “I Can” Statements
<p>5.41 Examine the issue of slavery in the three grand divisions and the impact their differences had on Tennessee’s secession from the Union.</p> <p>5.42 Describe the significance of the following Civil War events and battles on Tennessee:</p> <ul style="list-style-type: none"> ● Siege of Fort Donelson ● Battle of Stones River ● Battle of Franklin ● Battle of Nashville <p>5.43 Explain the impact of the Tennessee Constitutional Convention of 1870, including: poll taxes, segregation, and funds for public education. (T.C.A. § 49-6-1028)</p> <p>5.44 Explain the development and efforts of the Freedmen’s Bureau in helping former slaves begin a new life, including Fisk University.</p> <p>5.45 Identify how the rise of vigilante justice (e.g., Ku Klux Klan), black codes, and Jim Crow laws impacted Tennessee and the nation.</p> <p>5.46 Explain how the end of Reconstruction impacted Tennessee’s African American elected officials.</p>	<p>I can compare and contrast slavery in all three divisions of Tennessee and describe how those differences led to secession.</p> <p>I can explain the impact that significant battles of the Civil War had on Tennessee:</p> <ul style="list-style-type: none"> ● Siege of Fort Donelson ● Battle of Stones River ● Battle of Franklin ● Battle of Nashville <p>I can explain the impact of the Tennessee Constitutional Convention of 1870.</p> <p>I can describe how the Freedmen’s Bureau worked to help slaves begin a new life.</p> <p>I can identify Fisk University as a product of the Freedmen’s Bureau.</p> <p>I can describe the impact that the Ku Klux Klan, black codes and Jim Crow laws had on life in Tennessee.</p> <p>I can analyze the impact that the end of Reconstruction had on Tennessee’s African American elected officials.</p>

Big Ideas/Key Concepts: Industrialization, the Gilded Age, and the Progressive Era (1870s-1910s)

Students will explain the key shifts in the United States during the late 19th and early 20th centuries, including: immigration, industrialization, the nation’s role in world affairs, and the Progressive Era.

Standards	Student Friendly “I Can” Statements
<p>5.01 Explain the need for the South’s move toward industrialization after the Civil War.</p>	<p>I can clarify the need for the South to shift towards Industrialization after the Civil War.</p>
<p>5.02 Examine the appeal and challenges of settling the Great Plains from various cultural perspectives, including: settlers, immigrants, Buffalo Soldiers, and American Indians.</p>	<p>I can explore and write about the positives and negatives associated with settling in the Great Plains from the perspectives of: settlers, immigrants, Buffalo Soldiers and American Indians.</p> <p>I can describe the role of Buffalo Soldiers in settling the West, including Tennessee native George Jordan.</p>
<p>5.03 Analyze the ideas and events of the Gilded Age, including economic disparity (e.g., mistrust of money) and industrial capitalists (e.g., John D. Rockefeller).</p>	<p>I can discuss the impact that economic disparity and industrial capitalists had on the Gilded Age.</p>
<p>5.04 Explain the role of labor unions and the American Federation of Labor in changing the standards of working conditions.</p>	<p>I can analyze the role of labor unions and the American Federation of Labor in changing working conditions.</p> <p>I can identify Samuel Gompers as the founder of the American Federation of Labor.</p>
<p>5.05 Examine the contributions and impact of inventors on American society, including: Alexander Graham Bell, George Washington Carver, and Thomas Edison.</p>	<p>I can examine the contributions and impact of inventors on American society, including: Alexander Graham Bell, George Washington Carver, and Thomas Edison.</p>

<p>5.06 Examine the impact of important entrepreneurs on American society, including: Andrew Carnegie, Henry T. Ford, and Cornelius Vanderbilt.</p> <p>5.07 Analyze the causes, course, and consequences of the Spanish-American War, including:</p> <ul style="list-style-type: none"> ● Imperialism ● Rough Riders ● USS Maine ● Yellow journalism <p>5.08 Describe the challenges of the journey and process for successful entry into the U.S. through Ellis Island and Angel Island, and examine the role of immigrants in the development of the U.S.</p> <p>5.09 Analyze the major goals, struggles, and achievements of the Progressive Era, including: Prohibition (18th Amendment), women’s suffrage (19th Amendment), and the lack of child labor laws.</p> <p>5.WCE.SS.11 Recognize how past events and issues might have been experienced by the people of that time, with historical context and empathy rather than present-mindedness. <i>(This standard is addressed throughout the year.)</i></p>	<p>I can examine the impact of important entrepreneurs on American society, including: Andrew Carnegie, Henry T. Ford, and Cornelius Vanderbilt.</p> <p>I can evaluate the causes, course and consequences of the Spanish-American War, including:</p> <ul style="list-style-type: none"> ● imperialism ● Rough Riders ● USS Maine ● yellow journalism <p>I can summarize the challenges faced by immigrants seeking successful entry into the U.S. through Ellis Island and Angel Island.</p> <p>I can analyze the role immigrants have played in the development of the U.S.</p> <p>I can evaluate the impact that the Progressive Era had on prohibition, women’s suffrage and child labor laws.</p> <p>I can summarize an historical event or issue using historical context to describe the experiences of people of that time.</p>
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2021 - 2022, Fifth Grade, Social Studies, Quarter 3

Big Ideas/Key Concepts: World War I and the Roaring Twenties (1920s-1940s) Students will analyze U.S. involvement during World War I as well as the cultural, economic, and political developments of the 1920s.	
Standards	Student Friendly “I Can” Statements
<p>5.10 Summarize the events leading to U.S. entry into World War I, including the attack on the RMS Lusitania and the Zimmerman Telegram.</p> <p>5.11 Locate the major countries of the Central and Allied Powers during World War I, including:</p> <ul style="list-style-type: none"> ● Austria-Hungary ● France ● Germany ● Great Britain ● Russia <p>5.12 Describe the impact of U.S. involvement on World War I.</p> <p>5.13 Explain the aims of world leaders in the Treaty of Versailles and why the U.S. Senate rejected President Woodrow Wilson’s League of Nations.</p> <p>5.14 Examine the growth of popular culture during the “Roaring Twenties” with respect to the following:</p> <ul style="list-style-type: none"> ● Music, clothing, and entertainment ● Automobiles and appliances ● Harlem Renaissance 	<p>I can describe the events that caused the United States to enter World War I, including the attacks on the Lusitania and the Zimmerman Telegram.</p> <p>I can identify and locate the countries that made up the Central and Allied Powers during World War I, including:</p> <ul style="list-style-type: none"> ● Austria-Hungary ● France ● Germany ● Great Britain ● Russia <p>I can summarize how the U.S. entry into World War I helped bring it to an end.</p> <p>I can summarize the aims of world leaders in the Treaty of Versailles.</p> <p>I can explain why the U.S. Senate rejected President Woodrow Wilson’s League of Nations.</p> <p>I can analyze the growth of popular culture during the “Roaring Twenties” with respect to:</p> <ul style="list-style-type: none"> ● music, clothing, and entertainment ● automobiles and appliances ● Harlem Renaissance

<p>5.15 Identify the causes of the Great Depression, President Herbert Hoover’s role, and its impact on the nation, including:</p> <ul style="list-style-type: none"> ● Consumer credit and debt ● Mass unemployment ● Hoovervilles ● Soup kitchens <p>5.16 Describe how New Deal policies of President Franklin D. Roosevelt impacted American society with government-funded programs, including: Social Security, expansion and development of the national parks, and creation of jobs.</p>	<p>I can summarize the causes of the Great Depression and their effects on the nation, including:</p> <ul style="list-style-type: none"> ● consumer credit and debt ● mass unemployment ● Hoovervilles ● soup kitchens <p>I can examine the impact of President Franklin D. Roosevelt’s New Deal policies on Social Security, expansion and development of national parks and job creation.</p>
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<p>Big Ideas/Key Concepts: Tennessee in the 20th Century (1900 - present) Students will examine significant events in Tennessee and explore contributions of Tennesseans to the U.S. during the 20th century.</p>	
<p>Standards</p>	<p>Student Friendly “I Can” Statements</p>
<p>5.47 Identify Tennessee’s role in the passage of the 19th Amendment, including the impact of Anne Dallas Dudley and Harry Burn.</p> <p>5.48 Describe the effects of the Great Depression on Tennessee and the impact of New Deal policies in the state (i.e., Tennessee Valley Authority and Civilian Conservation Corps).</p>	<p>I can evaluate Tennessee’s role in the passage of the 19th Amendment.</p> <p>I can examine the roles of Anne Dallas Dudley and Harry Burn in the passage of the 19th Amendment.</p> <p>I can describe the effects of the Great Depression on Tennessee.</p> <p>I can examine the impact of New Deal policies in Tennessee, i.e:</p> <ul style="list-style-type: none"> ● Tennessee Valley Authority ● Civilian Conservation Corps

<p>5.49 Describe Tennessee’s contributions during World War I and World War II, including: the conversion of factories to wartime production, the importance of Oak Ridge, and the influence of Tennesseans (i.e., Cornelia Fort, Cordell Hull, and Alvin C. York).</p> <p>5.51 Discuss the development of the music industry in Tennessee, including:</p> <ul style="list-style-type: none"> ● Country music (e.g., Grand Ole Opry, WSM, and the Carter family) ● Blues music (e.g., W.C. Handy and Bessie Smith) 	<p>I can provide facts and details related to the contributions made by Tennesseans during World War I, including:</p> <ul style="list-style-type: none"> ● the conversion of factories to wartime production ● influence of Alvin C. York <p>I can summarize the development of the music industry in Tennessee, including:</p> <ul style="list-style-type: none"> ● country music (e.g., Grand Ole Opry, WSM, and the Carter family) ● blues music (e.g., W.C. Handy and Bessie Smith) <p>I can describe how music has changed over time in Tennessee.</p>
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Big Ideas/Key Concepts: World War II (1930s-1940s) Students will analyze U.S. involvement during World War II as well as the impact of the war at home.	
Standards	Student Friendly “I Can” Statements
<p>5.17 Explain the structures and goals of the governments in Germany and Japan in the 1930s.</p> <p>5.18 Determine the significance of the bombing of Pearl Harbor and its impact on the U.S.</p>	<p>I can examine the structures and goals of the German and Japanese governments in the 1930s.</p> <p>I can identify the main leaders of Germany and Japan in the 1930s.</p> <p>I can describe the forms of government in Germany and Japan in the 1930s.</p> <p>I can evaluate the importance of the bombing of Pearl Harbor and the effect on the U.S.</p>

<p>5.19 Identify and locate the Axis and Allied Powers, including:</p> <ul style="list-style-type: none"> • Germany • Italy • Japan • France • Great Britain • Soviet Union <p>5.20 Examine the reasons for the use of propaganda, rationing, and victory gardens during World War II.</p> <p>5.21 Analyze the significance of the Holocaust and its impact on the U.S.</p> <p>5.49 Describe Tennessee’s contributions during World War I and World War II, including: the conversion of factories to wartime production, the importance of Oak Ridge, and the influence of Tennesseans (i.e., Cornelia Fort, Cordell Hull, and Alvin C. York).</p> <p>5.WCE.SS.11 Recognize how past events and issues might have been experienced by the people of that time, with historical context and empathy rather than present-mindedness. <i>(This standard is addressed throughout the year.)</i></p>	<p>I can identify and locate the Axis and Allied Powers, including:</p> <ul style="list-style-type: none"> • Germany • Italy • Japan • France • Great Britain • Soviet Union <p>I can provide reasons for the use of propaganda, rationing and victory gardens during World War II.</p> <p>I can evaluate the significance of the Holocaust and write about its impact on the U.S.</p> <p>I can provide facts and details related to the contributions made by Tennesseans during World War II, including:</p> <ul style="list-style-type: none"> • the conversion of factories to wartime production • the importance of Oak Ridge • influence of Cornelia Fort and Cordell Hull <p>I can summarize an historical event or issue using historical context to describe the experiences of people of that time.</p>
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2021 - 2022, Fifth Grade, Social Studies, Quarter 4

Big Ideas/Key Concepts: Post-World War II and the Civil Rights Movement (1940s-1960s) Students will examine the cultural and political developments in the U.S. after World War II and during the Civil Rights Movement.	
Standards	Student Friendly “I Can” Statements
<p>5.22 Examine the growth of the U.S. as a consumer and entertainment society after World War II, including:</p> <ul style="list-style-type: none"> ● Suburbs ● Increased access to automobiles ● Interstate Highway System ● Television, radio, and movie theaters <p>5. WCE.SS.2 Trace the Korean War, its outcome, and the use of United Nations peacekeeping troops.</p> <p>5.23 Examine how Cold War events impacted the U.S., including:</p> <ul style="list-style-type: none"> ● arms race ● Berlin Wall ● Cuban Missile Crisis ● Space Race <p>5.24 Analyze the key people and events of the Civil Rights Movement, including:</p> <ul style="list-style-type: none"> ● Martin Luther King Jr. and nonviolent protests ● Montgomery Bus Boycott and Rosa Parks ● Brown v. Board of Education and Thurgood Marshall ● Freedom Riders and Diane Nash 	<p>I can examine the United States’s growth as a consumer and entertainment society after World War II, including:</p> <ul style="list-style-type: none"> ● suburbs ● increased access to automobiles ● Interstate Highway System ● television, radio, and movie theaters <p>I can create a timeline of the Korean War including the outcome of the war and influence of United Nations peacekeeping forces.</p> <p>I can examine the meaning of and the main events of the Cold War, including:</p> <ul style="list-style-type: none"> ● arms race ● Berlin Wall ● Cuban Missile Crisis ● Space Race <p>I can analyze the key events of the Civil Rights Movement, including:</p> <ul style="list-style-type: none"> ● non-violent protests ● Montgomery Bus Boycott ● Brown vs Board of Education ● Freedom Riders <p>I can examine the key people of the Civil Rights Movement, including:</p> <ul style="list-style-type: none"> ● Martin Luther King Jr. ● Rosa Parks ● Thurgood Marshall ● Diane Nash

<p>5.50 Identify Tennessee’s significant contributions to the Civil Rights Movement, including:</p> <ul style="list-style-type: none"> ● Highlander Folk School ● Tent City Movement of Fayette County ● Nashville Sit-Ins ● The Clinton Twelve <p>5.25 Explain the impact of John F. Kennedy’s presidency on the country, including: passage of the Civil Rights Act, the Voting Rights Act, the space program, and his assassination.</p> <p>5.WCE.SS.10 Recognize patterns of continuity and change on the Korean Peninsula, making connections to the present.</p>	<p>I can analyze Tennessee’s significant contributions to the Civil Rights Movement, including:</p> <ul style="list-style-type: none"> ● Highlander Folk School ● Tent City movement of Fayette County ● Nashville sit-ins ● the Clinton Twelve <p>I can explain the effect of President Kennedy’s assassination on the United States, including the passage of the Civil Rights Act, the Voting Rights Act and the continuation of the Space Program.</p> <p>I can analyze patterns of continuity and change on the Korean Peninsula, including:</p> <ul style="list-style-type: none"> ● sectional differences ● differences in leadership/government ● freedoms for citizens
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Big Ideas/Key Concepts: Tennessee in the 20th Century (1900-present) Students will examine significant events in Tennessee and explore contributions of Tennesseans to the U.S. during the 20th century.	
Standards	Student Friendly “I Can” Statements
<p>5.51 Discuss the development of the music industry in Tennessee, including:</p> <ul style="list-style-type: none"> ● Rock’n’ roll (e.g., Elvis Presley, Stax Records, and Sun Studio) 	<p>I can summarize the development of the music industry in Tennessee, including:</p> <ul style="list-style-type: none"> ● rock’n’ roll (e.g., Elvis Presley, Stax Records, and Sun Studio) <p>I can describe how music has changed over time in Tennessee.</p>

<p>5.52 Identify influential Tennesseans from the late 20th century, including:</p> <ul style="list-style-type: none"> ● Al Gore, Jr. ● Alex Haley ● Dolly Parton ● Wilma Rudolph ● Oprah Winfrey <p>5.53 Compare and contrast the three grand divisions of Tennessee in terms of the following:</p> <ul style="list-style-type: none"> ● Major industries (e.g., Eastman, FedEx, and Nissan) ● Tourism (e.g., Bristol Motor Speedway, Civil War sites, and Graceland) ● Agriculture and livestock (e.g., soybeans in West TN, tobacco in Middle TN, and dairy in East TN) ● Geography (i.e., Gulf Coastal Plains, the Nashville Basin, the Highland Rim, the Cumberland Plateau, the Great Valley, and the Great Smoky Mountains) <p>5.54 Describe the structure of Tennessee’s government, including the role of each of the three branches, the governor, and state representatives.</p>	<p>I can identify and discuss influential Tennesseans from the late 20th century, including:</p> <ul style="list-style-type: none"> ● Al Gore, Jr. ● Alex Haley ● Dolly Parton ● Wilma Rudolph ● Oprah Winfrey <p>I can compare and contrast the three grand divisions of Tennessee in terms of the following:</p> <ul style="list-style-type: none"> ● major industries (e.g., Eastman, FedEx, and Nissan) ● tourism (e.g., Bristol Motor Speedway, Civil War sites, and Graceland) ● agriculture and livestock (e.g., soybeans in West TN, tobacco in Middle TN, and dairy in East TN) ● geography (i.e., Gulf Coastal Plains, the Nashville Basin, the Highland Rim, the Cumberland Plateau, the Great Valley, and the Great Smoky Mountains) <p>I can describe the structure of Tennessee’s government, including the role of each of the three branches, the governor, and state representatives.</p>
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Big Ideas/Key Concepts: Modern History	
Students will become aware of how things that happen in one part of the world impact other parts of the world.	
Standards	Student Friendly “I Can” Statements
5.WCE.SS.3. Determine the main ideas surrounding the presidency of Nixon, the controversy of the Vietnam War, the trip to China, Watergate and resignation.	<p>I can integrate information from several different sources to explain the cause, controversy and outcome of the Vietnam War.</p> <p>I can determine the high points of Nixon’s presidency, including the</p>

<p>5.WCE.SS.4 Analyze the significant events of Reagan’s presidency, including:</p> <ul style="list-style-type: none"> ● return of national pride ● economic recovery ● decline of the Cold War ● immigration policy change <p>5.WCE.SS.5 Explain the events that led to the Persian Gulf War and its outcome.</p> <p>5.WCE.SS.6 I can summarize the significant contributions to American culture of entrepreneurs and innovators, including:</p> <ul style="list-style-type: none"> ● Ray Kroc ● Sam Walton ● Fred Smith ● Bill Gates ● Mark Zuckerberg ● Steve Jobs ● Madam C.J. Walker ● Elijah McCoy ● Charles Drew ● Katherine Johnson ● Garrett Morgan ● Madeleine Albright <p>5.WCE.SS.7 Analyze the increase in terrorism, the tragedy of September 11, 2001, and the role of the United States in Afghanistan and the war in Iraq.</p>	<p>end of the Vietnam War, his trip to China and resignation. I can analyze the significant events of Reagan’s presidency, including:</p> <ul style="list-style-type: none"> ● return of national pride ● economic recovery ● decline of the Cold War ● immigration policy change <p>I can explain the events that led to the Persian Gulf War and its outcome.</p> <p>I can summarize the significant contributions to American culture of entrepreneurs and innovators, including:</p> <ul style="list-style-type: none"> ● Ray Kroc ● Sam Walton ● Fred Smith ● Bill Gates ● Mark Zuckerberg ● Steve Jobs ● Madam C.J. Walker ● Elijah McCoy ● Charles Drew ● Katherine Johnson ● Garrett Morgan ● Madeleine Albright <p>I can analyze the increase in terrorism and the tragic events of September 11, 2001.</p> <p>I can discuss the role of the United States in Afghanistan and the war</p>
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<p>5.WCE.SS.8 Identify the significance of the election of 2008, including the primary run of Hillary Clinton and election of Barack Obama.</p> <p>5.WCE.SS.9 Use text evidence to compare and contrast the candidates of the 2016 presidential election.</p> <p>5.WCE.SS.11 Recognize how past events and issues might have been experienced by the people of that time, with historical context and empathy rather than present-mindedness. <i>(This standard is addressed throughout the year.)</i></p>	<p>in Iraq.</p> <p>I can identify the significance of the election of 2008, including the primary run of Hillary Clinton and election of Barack Obama. I can use text evidence to compare and contrast the candidates of the 2016 presidential election.</p> <p>I can summarize an historical event or issue using historical context to describe the experiences of people during a time period studied this year.</p>
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