<table>
<thead>
<tr>
<th>Lee’s Summit R-7 Observance Days</th>
<th>Unit 1: Geography</th>
<th>Unit 2: Ancient Civilizations</th>
<th>Unit 3: Age of Exploration</th>
<th>Unit 4: Colonization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observance Days Resources</td>
<td>Essential Standard 5_SS_6</td>
<td>Essential Standard 5_SS_1</td>
<td>Essential Standard 5_SS_1</td>
<td>Essential Standard 5_SS_1</td>
</tr>
<tr>
<td>September 11</td>
<td>Evaluate and create maps, charts, graphs and other visual sources to draw conclusions and make predictions.</td>
<td>Evaluate the relationship between people and their environment.</td>
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</tr>
<tr>
<td>911 Anniversary/Emergency Services Day</td>
<td>Learning Targets 5_SS_6_A</td>
<td>Learning Targets 5_SS_1_A</td>
<td>Learning Targets 5_SS_1_A</td>
<td>Learning Targets 5_SS_1_A</td>
</tr>
<tr>
<td>September 17</td>
<td>Identify concepts of place. (K)</td>
<td>Recognize the significance of the North American tribe civilizations prior to the arrival of Europeans. (K)</td>
<td>Evaluate the interrelationship between culture and individuals, groups, and institutions.</td>
<td>Evaluate the origins, development, and resolution of conflicts.</td>
</tr>
<tr>
<td>Constitution Day/Citizenship Day</td>
<td>5_SS_6_B</td>
<td>5_SS_1_B</td>
<td>5_SS_3_C</td>
<td>5_SS_3_D</td>
</tr>
<tr>
<td>2nd Monday in October</td>
<td>Demonstrate use of absolute/relative location. (S)</td>
<td>Understand ancient cultural groups of the Inca, Aztec, and Maya. (R)</td>
<td>Explain the role of Spain, France, and England regarding the exploration of the New World. (K)</td>
<td>Explain the role of Spain, France, and England regarding the colonization of the New World. (K)</td>
</tr>
<tr>
<td>Columbus Day</td>
<td>5_SS_6_C</td>
<td>Make and label a map. (P)</td>
<td>Identify land claims by European nations (France, England, and Spain) in the New World. (K)</td>
<td>Recall important information about the earliest English settlements. (K)</td>
</tr>
<tr>
<td>October 28</td>
<td>FDOL: GEOGRAPHY</td>
<td>FDOL: ANCIENT CIVILIZATIONS</td>
<td>5_SS_3_C</td>
<td>5_SS_1_D</td>
</tr>
<tr>
<td>2nd Tuesday in November</td>
<td>November 11</td>
<td>November 11</td>
<td>Summarize the discovery, exploration, and early settlement of the Americas. (R)</td>
<td>Evaluate the significance of the English colonies in North America. (R)</td>
</tr>
<tr>
<td>97 Votes Resources</td>
<td>Veterans’ Day</td>
<td>5_SS_3_E</td>
<td>FDOL: EXPLORATION</td>
<td>Distinguish how and why the New England, Middle, and Southern colonies developed differently. (R)</td>
</tr>
<tr>
<td>4th Thursday in November</td>
<td>Thanksgiving</td>
<td>5_SS_3_F</td>
<td></td>
<td>Examine the cultural interactions and conflicts among these groups from colonial times through the American Revolution. (R)</td>
</tr>
<tr>
<td>3rd Monday in January</td>
<td>Dr. Martin Luther King, Jr. Day</td>
<td>5_SS_1_F</td>
<td></td>
<td>5_SS_4_A</td>
</tr>
<tr>
<td>3rd Monday in February</td>
<td>Presidents’ Day</td>
<td>Distinguish relationships among colonial regions in relation to geography. (R)</td>
<td></td>
<td>Examine the cultural interactions and conflicts among these groups from colonial times through the American Revolution. (R)</td>
</tr>
<tr>
<td>April 19</td>
<td>Patriot’s Day</td>
<td>FDOL: COLONIZATION</td>
<td></td>
<td>5_SS_6_F</td>
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<tr>
<td>Unit 5: Causes of the Revolution</td>
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<tr>
<td><strong>Estimated Time to Complete:</strong> 10 sessions</td>
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<tr>
<td><strong>Learning Targets not in sequential order for this unit.</strong></td>
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</tbody>
</table>

**Essential Standard**
- 5_SS_4
  - Analyze the origins, development, and resolution of conflicts.

**Learning Targets**
- 5_SS_4_B
  - Identify why Great Britain wanted to tax the colonists. (K)
- 5_SS_4_C
  - Examine the cultural interactions and conflicts among groups from colonial times through the American Revolution. (R)
- 5_SS_4_D
  - Determine the ways Britain began to tighten control over the colonists (causes leading to the American Revolution). (R)
- 5_SS_4_E
  - Recognize the significance of the 1st Continental Congress to American history. (K)

**FDOL: CAUSES OF THE REVOLUTIONARY WAR**

<table>
<thead>
<tr>
<th>Unit 6: American Revolution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Estimated Time to Complete:</strong> 25 sessions</td>
</tr>
</tbody>
</table>

**Essential Standards**
- 5_SS_2
  - Recognize, assess, and analyze the role of governance.
- 5_SS_3
  - Evaluate the interrelationship between culture and individuals, groups, and institutions.
- 5_SS_4
  - Analyze the origins, development, and resolution of conflicts.
- 5_SS_5
  - Evaluate and create maps, charts, graphs and other visual sources to draw conclusions and make predictions.

**Learning Targets**
- 5_SS_2_A
  - Identify important principles in the Declaration of Independence, such as inalienable rights and government by consent of the governed. (K)
- 5_SS_3_F
  - Recognize the significance of the 2nd Continental Congress to American history. (K)
- 5_SS_3_G
  - Distinguish between the roles/perspectives of people in the American Revolution. (R)
- 5_SS_3_H
  - Recognize the significance and contributions of U.S. historical people through the American Revolution. (R)
- 5_SS_4_E
  - Name and identify the significance of key battles of the American Revolution. (K)
- 5_SS_3_E
  - Understand the contributions of minorities during the American Revolution. (R)
- 5_SS_6_O
  - Locate the major battles of the American Revolution. (K)

**FDOL: THE AMERICAN REVOLUTION**

<table>
<thead>
<tr>
<th>Unit 7: Constitution/Government</th>
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</thead>
<tbody>
<tr>
<td><strong>Estimated Time to Complete:</strong> 15 sessions</td>
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</table>

**Essential Standard**
- 5_SS_2
  - Recognize, assess, and analyze the role of governance.

**Learning Targets**
- 5_SS_2_B
  - Identify the important principles in the Preamble, including inalienable rights and governments by consent of governed. (K)
- 5_SS_2_C
  - Identify important principles in the Constitution. (K)
- 5_SS_2_D
  - Compare and contrast the powers and duties of the executive, judicial, and legislative branches of government. (R)
- 5_SS_2_E
  - Differentiate between powers and functions of local, state, and national government. (R)
- 5_SS_2_F
  - Identify key founding fathers and their contributions to the Constitution. (K)
- 5_SS_2_G
  - Recognize the important principles in the Bill of Rights, such as basic rights and freedoms as stated in Amendments 1-10. (K)

**FDOL: CONSTITUTION/GOVERNMENT**

<table>
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<tr>
<th>Unit 8: Economics</th>
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<tbody>
<tr>
<td><strong>Estimated Time to Complete:</strong> 9 sessions</td>
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</tbody>
</table>

**Essential Standards**
- 5_SS_5
  - Demonstrate an ability to explain and compare different economic systems.

**Learning Targets**
- 5_SS_5_A
  - Explain the relationship of profit and loss in decision-making. (R)
- 5_SS_5_B
  - Distinguish among natural, capital, and human resources. (R)
- 5_SS_5_C
  - Draw conclusions about how an economy is influenced. (R)
- 5_SS_5_D
  - Draw conclusions about how supply and demand fluctuate based on the economy. (R)

**FDOL: ECONOMICS**

<table>
<thead>
<tr>
<th>Year-Long Learning Targets</th>
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</thead>
</table>
| **Essential Standards**
  - 5_SS_4
    - Analyze the origins, development, and resolution of conflicts.
  - 5_SS_2
    - Recognize, assess, and analyze the role of governance.
  - 5_SS_3
    - Evaluate the interrelationship between culture and individuals, groups, and institutions.
  - 5_SS_4
    - Analyze the origins, development, and resolution of conflicts.
  - 5_SS_5
    - Evaluate and create maps, charts, graphs and other visual sources to draw conclusions and make predictions.
  - 5_SS_6
    - Evaluate and create maps, charts, graphs and other visual sources to draw conclusions and make predictions.
  - 5_SS_7
    - Utilize a variety of sources (printed and electronic) for interpretation and research.
  - 5_SS_8
    - Research and interpret the significance of stories and songs reflecting early U.S. heritage diagrams. (R)
  - 5_SS_9
    - Use technological tools for research and presentation. (S)
  - 5_SS_10
    - Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos and letters. (S)
  - 5_SS_11
    - Create graphs, timelines, charts, and diagrams to communicate information. (P)

**EMBEDDED IN FDOLs**