

Class Title: 5th Social Studies
Grade Level: 5th

Nine Weeks: 1 st Quarter Unit: Continents/Oceans Review Unit		Standards: Global Interconnections SS.G.4.5: Compare the environmental characteristics of the United States to other world regions.		
Essential Questions:	1. What are the land masses and large bodies of water that cover the Earth's surface? 2. Does the geography of a place have an effect on the life of the people that live there?			
Concepts/Content	Desired Outcomes	Key Vocabulary	Resources	Assessments/Activities
Continents/Ocean Geography	The student will be able to: ✓ Locate and label the seven continents using a blank map ✓ Locate and label the four/five oceans using a blank map ✓ Understand and apply key geography vocabulary words	Continent Ocean Geography Hemisphere	Notes Various maps Playdough Online Resources Study Tool	Activities and Formative Assessments: *Daily assignments (Continents Crossword and World Map) *Teacher-led discussions/reviews *Online World Map Scavenger Hunt *Online Continent Sorting Activity *Online Map Identification Practice *Playdough World Map Summative Assessments:

				<ul style="list-style-type: none"> • Unit Test (Continents and Oceans) • Quarter 1 Pre/Post Test
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Class Title: 5th Grade Social Studies
Grade Level: 5th

<p>Nine Weeks: 1st Unit: Early American Cultures</p>	<p>Standards: Evaluating Sources and Using Evidence</p> <p>SS.IS.4.3-5.: Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources. SS.IS.5.3-5: Develop claims using evidence from multiple sources to answer essential questions. SS.IS.6.3-5: Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.</p> <p>Human-Environment Interaction: Place, Regions and Culture SS.G.1.5: Investigate how the cultural and environmental characteristics of places within the United States change over time.</p> <p>Causation and Argumentation SS.H.3.5: Explain probable causes and effects of events and developments in U.S. history.</p> <p>Human Population SS.G.2.5: Describe how humans have utilized natural resources in the United States.</p>
<p>Essential Questions:</p>	<ol style="list-style-type: none"> 1. What affect did Native American cultures have on the North American continent? 2. What factors determined the way of life of the tribes in the different regions of North America? 3. Which Native American region would have been best to live in?

Concepts/Content	Desired Outcomes	Key Vocabulary	Resources	Activities and Assessments
<p>*Native American Regions (Eastern Woodlands, Great Plains, Southwest, Northwest Coast)</p> <ul style="list-style-type: none"> - Location - Homes - Way of Life - Resources 	<p>The student will be able to:</p> <ul style="list-style-type: none"> ✓ understand and apply key vocabulary words ✓ understand cause and effect relationships as applied to the topic (Lang Arts) ✓ explain the cultural differences between different Native American regions and tribes ✓ place on a map where each of the 	<p>Tribe Cultural Region Totem Pole Reservation Shaman Longhouse Tepee Pueblo Surplus Drought</p>	<p>Unit Notes Various maps Related nonfiction articles Online Resources Study Tool</p>	<p>Activities and Formative Assessments:</p> <ul style="list-style-type: none"> *Teacher-led discussions/reviews *Daily assignments (region texts and comprehension/cause and effect questions, Native American legend assignment) *EdPuzzle Videos *Study Stack *Lincoln Log Longhouse building *Tepee building *Rain Dance and Indoor Rain Activities *Totem Pole building *Native American Writings <p>Summative Assessments:</p> <ul style="list-style-type: none"> *Unit Test (Native American Regions) *Quarter 1 Pre/Post Test

	<p>four Native American cultural regions are located</p> <ul style="list-style-type: none">✓ match four Native American tribes to their cultural region✓ identify the type of home each tribe built✓ explain the importance of key resources to each region/tribe✓ write supporting details for a main idea (Lang Arts)✓ record information			
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	using complete sentences (Lang Arts)			
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Class Title: 5th Social Studies

Grade Level: 5th

<p>Nine Weeks: 1st Unit: European Exploration</p>	<p>Standards: Determining Helpful Sources SS.IS.3.3-5: Determine sources representing multiple points of view that will assist in answering essential questions. Gathering and Evaluating Sources SS.IS.4.3-5.: Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources. National and Global Economy SS.EC.2.5: Discover how positive incentives (e.g. sale prices and earning money) and negative incentives influence behavior in our nation’s economy and around the world. Human Population SS.G.3.5: Analyze the effects of specific catastrophic and environmental events as well as technological developments that have impacted our nation and compare to other places. Exchange and Markets SS.EC.1.5: Analyze why and how individuals, businesses, and nations around the world specialize and trade. Change, Continuity, and Context SS.H.1.5: Create and use a chronological sequence of related events to compare developments that happened at the same time.</p>
<p>Essential Questions:</p>	<ol style="list-style-type: none"> 1. How did people from other continents come in contact with the continent of North America? 2. What motivates people to leave their homeland?

3. What lasting impact did the voyages of early European Explorers have on the world?				
Concepts/Content	Desired Outcomes	Key Vocabulary	Resources	Assessments and Activities
<p>Asia's Silk Road</p> <p>Renaissance</p> <p>Exploration Details of 6 European Explorers:</p> <ul style="list-style-type: none"> - Leif Erikson - Christopher Columbus - John Cabot - Amerigo Vespucci - Ferdinand Magellan - Henry Hudson 	<p>The student will be able to:</p> <ul style="list-style-type: none"> ✓ use intermediate and cardinal directions ✓ understand and apply key vocabulary words ✓ record information using complete sentences (Lang Arts) ✓ identify the location and understand the importance of the Silk Road 	<p>Monarch</p> <p>Cartographer</p> <p>Renaissance</p> <p>Navigation</p>	<p>Unit Notes</p> <p>Various maps</p> <p>Related nonfiction articles</p> <p>Timelines</p> <p>Internet resources</p> <p>Study tools</p>	<p>Activities and Formative Assessments:</p> <ul style="list-style-type: none"> *Teacher-led discussions/reviews *Student research group assignment *Short projects – individual or group <ul style="list-style-type: none"> ● Explorer Timeline on Google Draw ● Explorer Map *EdPuzzle Video Quizzes *Review Games <p>Summative Assessments:</p> <ul style="list-style-type: none"> *European Explorer Project (students choose from project options) *Quarter 1 Pre/Post Test

	<ul style="list-style-type: none">✓ summarize how trade led to greater ties among people of different continents (Lang Arts)✓ match early European explorers with their accomplishments✓ create an accurate map with a key to display the exploration routes of several explorers✓ create a timeline to sequence events in			
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	chronological order (Lang Arts)			
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Grade Level: 5th

<p>Nine Weeks: 2nd Unit: English Colonies in America</p>	<p>Standards:</p> <p>Gathering and Evaluating Sources SS.IS.4.3-5: Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.</p> <p>Developing Claims and Using Evidence SS.IS.5.3-5: Develop claims using evidence from multiple sources to answer essential questions.</p> <p>Human Population SS.G.2.5: Describe how humans have utilized natural resources in the United States.</p> <p>Human-Environment Interaction: Place, Regions and Culture SS.G.1.5: Investigate how the cultural and environmental characteristics of places within the United States change over time.</p> <p>Exchange and Markets SS.EC.1.5: Analyze why and how individuals, businesses, and nations around the world specialize and trade.</p> <p>Change, Continuity, and Context SS.H.1.5: Create and use a chronological sequence of related events to compare developments that happened at the same time.</p> <p>Historical Sources and Evidence</p>
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		<p>SS.H.2.5: Use information about a historical source-including the maker, date, place of origin, intended audience, and purpose-to judge the extent to which the source is useful for studying a particular topic.</p> <p>Causation and Argumentation</p> <p>SS.H.3.5: Explain probable causes and effects of events and developments in U.S. history.</p>		
Essential Questions:	<ol style="list-style-type: none"> 1. How did England colonize and eventually control the eastern coast of the United States? 2. What effects does a region have on the people that live there? 3. What leads to the success or failure of a new colony? 4. What is the benefit of a country colonizing another continent? 			
Concepts/Content	Desired Outcomes	Key Vocabulary	Resources	Assessments and Activities
Roanoke Jamestown Pilgrims and Puritans Plymouth The 13 Colonies	The student will be able to: <ul style="list-style-type: none"> ✓ understand and apply key vocabulary words ✓ understand cause and effect relationships as applied to the topic (Lang Arts) ✓ classify the character traits of the Pilgrims and the Puritans (Lang Arts) ✓ compare and contrast three early English colonies in 	Cash Crop Colony Colonist Pilgrim Trade Barter Mayflower Compact	Unit Notes Various maps Related nonfiction articles Timelines Internet resources Songs and Lyrics Study Tools	<p>Formative Assessments and Activities</p> <ul style="list-style-type: none"> *Daily assignments *Teacher-led discussions/reviews * In-class small group activities *Colonies Map *Study Stack *Colonial Marketplace (item building and trade simulation) <p>Summative:</p>

	<p>America and determine reasons for their failure or success</p> <ul style="list-style-type: none"> ✓ Conduct research to answer essential and supporting questions about colonial regions ✓ Explain how the region's geography and resources affect the way of living in the region ✓ Explain what it means to specialize in a trade and why this is done ✓ Understand the responsibilities/contributions of 11 colonial trades ✓ place the thirteen colonies on a blank map (using resources) 			<p>*Early Colonies in America Quiz</p>
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Class Title: 5th Social Studies
Grade Level: 5th

<p>Nine Weeks: 2nd Unit: Road to the Revolution</p>		<p>Standards:</p> <p>Communicating Conclusions SS.IS.6.3-5: Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.</p> <p>Gathering and Evaluating Sources SS.IS.4.3-5.: Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.</p> <p>Developing Claims and Using Evidence SS.IS.5.3-5: Develop claims using evidence from multiple sources to answer essential questions.</p> <p>Exchange and Markets SS.EC.1.5: Analyze why and how individuals, businesses, and nations around the world specialize and trade. SS.EC.3.5: Determine the ways in which the government pays for the goods and services it provides.</p> <p>Change, Continuity, and Context SS.H.1.5: Create and use a chronological sequence of related events to compare developments that happened at the same time.</p> <p>Causation and Argumentation SS.H.3.5: Explain probable causes and effects of events and developments in U.S. history.</p>		
<p>Essential Questions:</p>	<ol style="list-style-type: none"> 1. What motivates a colony to seek independence from the country that governs it? 2. What types of events lead to a revolution? 3. What was the most significant cause of the American Revolution? 			
<p>Concepts/Content</p>	<p>Desired Outcomes</p>	<p>Key Vocabulary</p>	<p>Resources</p>	<p>Assessments and Activities</p>

<p>Events leading to the American Revolution – *French and Indian War *Proclamation of 1763 *Taxation *Boston Massacre *Boston Tea Party *Intolerable Acts *1st Continental Congress *War begins *2nd Continental Congress (early work – continued in next unit)</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> ✓ understand and apply key vocabulary words as related to the American Revolution ✓ understand the basic <i>who, what, where, when, why</i> concepts surrounding the road to the American Revolution ✓ identify basic key people and their role in leading to the American Revolution ✓ understand basic cause and effect relationships that led to the American Revolution (Lang Arts) 	<p>Revolution Liberty Monopoly Boycott Minutemen</p>	<p>Unit Notes Primary Source Documents Various maps Related nonfiction articles Timelines Internet resources You Choose Books Study Tools Liberty Kids Video Series</p>	<p>Activities and Formative Assessments:</p> <ul style="list-style-type: none"> *Daily assignments (comprehension questions, writing assignments, etc.) *Teacher-led discussions/reviews *Quizizz Review Games *EdPuzzle Video Quizzes * Escape Room Activity <p>Summative:</p> <ul style="list-style-type: none"> *Road to the Revolution Unit Test
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Class Title: 5th Social Studies

Grade Level: 5th

<p>Nine Weeks: 3rd Unit: The American Revolution</p>	<p>Standards: Change, Continuity, and Context</p>
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		<p>SS.H.1.5: Create and use a chronological sequence of related events to compare developments that happened at the same time.</p> <p>Historical Sources and Evidence</p> <p>SS.H.2.5: Use information about a historical source-including the maker, date, place of origin, intended audience, and purpose-to judge the extent to which the source is useful for studying a particular topic.</p> <p>Causation and Argumentation</p> <p>SS.H.3.5: Explain probable causes and effects of events and developments in U.S. history.</p> <p>Communicating Conclusions</p> <p>SS.IS.6.3-5: Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.</p>		
Essential Questions:	<ol style="list-style-type: none"> 1. How does a colony gain their independence from the country that governs them? 2. What effects the outcome of a war? 3. What was the biggest contributor to the Americans' victory? 			
Concepts/Content	Desired Outcomes	Key Vocabulary	Resources	Assessments and Activities
Fighting the war *Key Battles *Key People Declaration of Independence Winning the war	The student will be able to: <ul style="list-style-type: none"> ✓ Identify and understand the significance of key battles in the American Revolution ✓ understand some significance of the Declaration of Independence ✓ use a timeline to answer specific questions about the timeline 	Declaration of Independence Petition Mercenaries Allies	Unit Notes Various maps Related nonfiction articles Timelines Primary Source Documents You Choose Books Internet resources Liberty's Kids Video Series Songs and Song Lyrics Study Tools	Formative: <ul style="list-style-type: none"> *Daily assignments (comprehension activities) *Teacher-led discussions/reviews *EdPuzzle Video Quizzes *Video summaries Summative:

	<ul style="list-style-type: none"> ✓ Assess the advantages and disadvantages for the opposing sides of the American Revolution ✓ understand what a primary source is (Lang Arts) <p>summarize a primary source using the main idea and key details from the passage</p>			<p>*American Revolution Unit Test</p> <p>*Projects - individual or group</p>
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Grade Level: 5th

<p>Nine Weeks: 3rd Unit: United States Government Overview</p>	<p>Standards:</p> <p>Civic and Political Institutions</p> <p>SS.CV.1.5: Distinguish the responsibilities and powers of government official at various levels and branches of government and in different times and places.</p> <p>SS.CV.2.5: Examine the origins and purposes of rules, laws, and key U.S. Constitutional provisions.</p> <p>SS.CV.3.5: Compare the origins, functions and structure of different systems of government.</p> <p>Processes, Rules and Laws</p> <p>SS.CV.4.5: Explain how policies are developed to address public problems.</p>
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<p>Essential Questions:</p>	<ol style="list-style-type: none"> 1. How is a new system of government established? 2. How does the United States government operate? 			
<p>Concepts/Content</p>	<p>Desired Outcomes</p>	<p>Key Vocabulary</p>	<p>Resources</p>	<p>Assessments and Activities</p>
<p>The Constitution</p> <p>3 branches of government</p> <p>Bill of Rights</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> ✓ understand and apply key vocabulary words ✓ match the three branches of government with their specific tasks and vocabulary related to each ✓ read a chart and answer specific questions about the chart ✓ use a graphic organizer to study for the test ✓ use vocabulary words in the context of a written paragraph (Lang Arts) 	<p>Judicial Branch Legislative Branch Executive Branch Congress Senate House of Representatives Vice President President Bill of Rights Supreme Court Cabinet Constitution</p>	<p>Government Branches Organizer Vocabulary cards Related nonfiction articles Internet resources Study Tools</p>	<p>Formative:</p> <ul style="list-style-type: none"> *Daily assignments *Teacher-led discussions/reviews *iCivics activities <p>Summative:</p> <ul style="list-style-type: none"> *US Government Quiz

Class Title: 5th Social Studies
Grade Level: 5th

<p>Nine Weeks: 4th Unit: Westward Expansion</p>		<p>Standards: SS.G.3.5: Analyze the effects of specific catastrophic and environmental events as well as technological developments that have impacted our nation and compare to other places. SS.G.2.5: Describe how humans have utilized natural resources in the United States. Human-Environment Interaction: Place, Regions and Culture SS.G.1.5: Investigate how the cultural and environmental characteristics of places within the United States change over time. Change, Continuity, and Context SS.H.1.5: Create and use a chronological sequence of related events to compare developments that happened at the same time. Causation and Argumentation SS.H.3.5: Explain probable causes and effects of events and developments in U.S. history.</p>		
<p>Essential Questions:</p>	<ol style="list-style-type: none"> 1. What motivated Americans to move and settle further west? 2. How do technological developments impact a country? 3. Did Westward Expansion have a positive or negative impact on the country? 4. Does change cause conflict, or does conflict lead to change? 			
Concepts/Content	Desired Outcomes	Key Vocabulary	Resources	Assessments and Activities
<p>Louisiana Purchase Lewis and Clark</p>	<p>The student will be able to:</p>	<p>Louisiana Purchase Indian Removal Act Transcontinental Railroad</p>	<p>Unit Notes Various maps Related nonfiction articles</p>	<p>Formative: *Daily assignments (EdPuzzle Videos,</p>

<p>Trail of Tears</p> <p>Industrial Revolution - transportation</p> <p>Manifest Destiny</p> <p>Mexican War</p> <p>Oregon Trail</p> <p>California Gold Rush</p>	<ul style="list-style-type: none"> ✓ understand and apply key vocabulary words ✓ understand the basic <i>who, what, where, when, why</i> concepts surrounding the Louisiana Purchase and the subsequent exploration of the area ✓ use a primary source to research discoveries from the expedition and write a summary (Lang Arts) ✓ Understand the concept of nationalism and how it applies today ✓ Understand the Indian Removal Act 	<p>Trail of Tears</p> <p>49er</p> <p>Tejano</p> <p>Gold Rush</p> <p>Manifest Destiny</p> <p>Oregon Trail</p> <p>Wagon Train</p>	<p>Timelines</p> <p>Internet resources</p> <p>You Choose Books</p> <p>Songs and Song Lyrics</p> <p>Primary Source</p> <p>Documents</p> <p>Study Tools</p>	<p>Comprehension Assignments)</p> <p>*Teacher-led discussions/reviews</p> <p>Summative:</p> <p>*Westward Expansion Unit Test</p> <p>*Essential Question Essay</p>
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	<ul style="list-style-type: none"> ✓ Use a map to trace the Trail of Tears and other Native American relocations ✓ Use vocabulary words to explain the Industrial Revolution ✓ Sequence key events and then attach them to a timeline as related to the Industrial Revolution (Lang Arts) ✓ Explain the different reasons for Westward Expansion 			
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Class Title: 5th Social Studies
Grade Level: 5th

<p>Nine Weeks: 4th Unit: Slavery and the Civil War</p>	<p>Standards: Constructing Essential Questions SS.IS.1.3-5: Develop essential questions and explain the importance of the questions to self and others.</p>
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	<p>Constructing Supporting Questions SS.IS.2.3-5: Create supporting questions to help answer essential questions in an inquiry.</p> <p>Determining Helpful Sources SS.IS.3.3-5: Determine sources representing multiple points of view that will assist in answering essential questions.</p> <p>Gathering and Evaluating Sources SS.IS.4.3-5.: Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources</p> <p>Communicating Conclusions SS.IS.6.3-5: Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.</p> <p>Change, Continuity, and Context SS.H.1.5: Create and use a chronological sequence of related events to compare developments that happened at the same time.</p> <p>Historical Sources and Evidence SS.H.2.5: Use information about a historical source-including the maker, date, place of origin, intended audience, and purpose-to judge the extent to which the source is useful for studying a particular topic.</p> <p>Causation and Argumentation SS.H.3.5: Explain probable causes and effects of events and developments in U.S. history.</p>
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Essential Questions:	1. How do differences of opinion divide a nation?			
Concepts/Content	Desired Outcomes	Key Vocabulary	Resources	Assessments and Activities
Differences between the North and the South Growth of Slavery	The student will be able to: ✓ understand and apply key vocabulary words as related to the Civil War	Sectionalism Underground Railroad Free State Slave State	Unit Notes Various maps Related nonfiction articles	Formative: *Daily assignments *Teacher-led discussions/reviews

<p>Underground Railroad</p> <p>Free states/slave states – balance and compromise</p> <p>Abraham Lincoln as president</p> <p>Civil War</p> <p>Andrew Jackson as president and Reconstruction</p>	<ul style="list-style-type: none"> ✓ understand differences between the North and the South and use a comparison chart to show these differences (Lang Arts) ✓ read and understand a nonfiction article and answer comprehension questions (Lang Arts) ✓ use a labeled map and its key to identify slave states, border states, and free states ✓ sequence events in chronological order (Lang Arts) ✓ use a labeled map to identify key Civil War battles ✓ understand some significance of Lincoln's Gettysburg Address ✓ understand the basic <i>who, what, where, when, why</i> concepts 	<p>Slave Codes Secede Confederacy Union Border States Gettysburg Address Reconstruction Segregation</p>	<p>Primary Source Documents Timelines You Choose Books Internet resources Songs and Song Lyrics Study Tools</p>	<p>*Exit Questions *Study Stack *EdPuzzle Video Quizzes *Human Timeline</p> <p>Summative:</p> <p>*Civil War Unit Test</p>
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	<p>surrounding the Civil War</p> <ul style="list-style-type: none">✓ identify basic key people in the Civil War✓ understand the basic <i>who, what, where, when, why</i> concepts surrounding the Underground Railroad✓ explain the 13th, 14th, and 15th Amendments to the Constitution			
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