

CURRICULUM FRAMEWORK

CONTENT AREA: Social Studies

GRADE LEVEL/COURSE 5th Grade

What is to be taught	TIME PERIOD 1	TIME PERIOD 2	TIME PERIOD 3	TIME PERIOD 4
<p>STANDARDS/BENCHMARKS</p> <p>1. Enduring understandings Derived from standards/expectations Answered through:</p> <p>2. Essential questions (What should students understand by the end of a unit(s) in this time period?)</p>	<p>Unit/Topic: Immigration and Exploration of New World</p> <p><i>Students will understand:</i></p> <p>1. People immigrate/migrate for different reasons.</p> <p>2. Europeans sent explorers to new World for different reasons.</p> <p><i>Derived from:</i></p> <p>Standards/Expectations:</p> <p>GST1: Use of Geographic tools</p> <p>1. locate the voyages of the European explorers and tradesman</p> <p>2. analyze maps for geographic information</p> <p>3. trace on maps the spread of human migrations</p> <p>GST 2: Physical/Human characteristics of places</p> <p>1. explain how regions are connected through cultural ties, trade, languages</p> <p>GST 3: How physical processes shape systems</p> <p>1. describe how environment can affect human settlement</p> <p>GST4: Economic/political influences</p> <p>1. discuss and describe reasons for human migrations</p> <p>2. describe the influence of population on environment</p> <p>HST 1: Chronological organization</p> <p>1. demonstrate a chronological understanding of this era</p> <p>2. Identify major explorers and the countries' purposes as well as the impact of exploration</p> <p>H2: Processes/resources of historical inquiry</p>	<p>Unit/Topic: Colonization of Northeast and Mid Atlantic Regions AND American Revolution</p> <p><i>Students will understand:</i></p> <p>1. Colonization happened for geographic, cultural, and economic reasons.</p> <p>2. The American Revolution was prompted by numerous reasons that had an impact on both American and Europe</p> <p>3. Forms of government are formed on the ideas about treatment of people.</p> <p><i>Derived from:</i></p> <p>Standards/Expectations:</p> <p>CST1 Purposes of government</p> <p>1. Explain what life was like for people with no established rights</p> <p>CST2: Know structure and function of government</p> <p>1. Describe why balance of power was designed</p> <p>CST4: Understand how citizens exercise participation in civic life</p> <p>1. Summarize the rights in the Declaration of Independence and US Constitution</p> <p>HST1: Chronological org. of history</p> <p>1. Demonstrate a chronological understanding of the era including causes of revolution, and establishment of government.</p> <p>2. Construct time lines</p> <p>HST5: Understand political institutions/changes</p> <p>1. explain causes and consequences of the American Revolution</p>	<p>Unit/Topic: Westward Expansion</p> <p><i>Students will understand:</i></p> <p>1. Westward Expansion happened in steps</p> <p>2. Westward Expansion helped our society change.</p> <p><i>Derived from:</i></p> <p>Standards/Expectations:</p> <p>HST1: Chronological org. of history</p> <p>1. Demonstrate a chronological understanding of the era including Manifest destiny, Louisiana Purchase etc.</p> <p>2. Trace patterns of change and continuity</p> <p>HST3: Understand societies are diverse and change</p> <p>1. Describe growth and change in America during this era with an emphasis on territorial exploration, expansion and settlement.</p> <p>2. describe growth and change in America during this era with emphasis on effects of geography, climate, canals and river systems, economic incentives and frontier spirit which influenced movement of people, goods and services</p> <p>3. describe growth and change in America during this era with an emphasis on the relationships between US, Canada and European Powers (including Monroe Doctrine)</p> <p>GST1: Use of geographic tools</p> <p>1. Demonstrate knowledge about US in the ??? regions</p> <p>2. analyze maps</p> <p>3. organize information obtained</p>	<p>Unit/Topic: Southern States AND Civil War</p> <p><i>Students will understand:</i></p> <p>1. Technology changed the demand for unskilled labor in the South</p> <p>2. The conflict was inevitable given the different economies and cultures of the North and South.</p> <p>3. The Civil War was fought over states' rights and that issue persists today.</p> <p><i>Derived from:</i></p> <p>Standards/Expectations:</p> <p>HST1: Chronological org. of history</p> <p>1. Demonstrate a chronological understanding of the era including the slave system, and its defenders and opponents, and causes, conduct and course of the war.</p> <p>HST2: Processes /resources of historical inquiry</p> <p>1. pose and answer questions about key events in this era</p> <p>2. discuss what would have happened if the south would have won the war.</p> <p>HST4: Technology/ economic effects on society</p> <p>1. describe the general characteristics of economic systems.</p> <p>2. describe growth and change in America including the impact of inventions such as the cotton gin, steam engine etc.</p> <p>HST5: Understand political institutions/changes</p> <p>1. give examples of extensions and restrictions of political and</p>

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	<p>1. Use primary sources of family interviews, photos, artifacts 2. pose and answer questions about key events in the early history of the US</p> <p>Answered through: 1. Essential Question(s): Why did they settle where they did, and how did the settlers impact the region? 2. Why did countries send explorers, and how did this exploration impact these countries?</p>	<p>2. study and analyze the ideas set forth in the US Constitution and the Bill of Rights as related to British and American Heritage HST6: Force of religious/ philosophical ideas 1. describe various religious traditions of ethnic groups in Colonial US 2. give examples of how religious and philosophical beliefs defined right-wrong, good-evil, and justice-injustice in Colonial US GST1: Use of geographic tools 1. demonstrate knowledge about US in the NE and Mid- Atlantic regions 2. analyze maps 3. organize information obtained through the reading of maps 4. discover patterns of human activities through study of maps</p> <p>Answered through: Essential Question(s): 1. What attracted Europeans to America? 2. What are the causes and effects of a revolution? Was the Revolution inevitable? 3. What key ideas that lead to the revolution were used to form the new government?</p>	<p>through the reading of maps 4. discover patterns of human activities through study of maps</p> <p>Answered through: Essential Question(s): 1. Why caused people to move west? 2. How did geography impact the expansion of our country? 3. How did the westward movement impact the rest of the nation?</p>	<p>civil rights during this era like slavery, Emancipation Proclamation GST1: Use of geographic tools 1. demonstrate knowledge about US in the Southern regions 2. analyze maps 3. organize information obtained through the reading of maps 4. discover patterns of human activities through study of maps Answered through: Essential Question(s): 1. What impact did technology have on the economy of the South? What technology helped the economy function without slavery? 2. Why was the Civil War deemed necessary at the time?</p>
<p>CURRICULUM ALIGNMENT 1. Key knowledge and skills 2. Materials</p>	<p>Learned Through: Key Knowledge: • Explorers were sent by different countries: Columbus, Balboa, Cortes, Coronado, DeSoto, Cartier, Hudson, Cabot • Importance and impact of immigration</p> <p>Key Skills: Students will know how to</p>	<p>Learned Through: Key Knowledge: 1. What colonies were established by the Europeans and why? 2. Reasons for the Revolution • Townshend Duties • Tea Act • Stamp Act 3. Key events of Revolution • Lexington/Concord</p>	<p>Learned Through: Key Knowledge: 1. Impacts of: Louisiana Purchase (Lewis & Clark), Oregon Trail, Mormon Trek, Gold Rush, Treaty of Guadalupe, Gadsden Purchase) 2. Manifest destiny 3. Monroe Doctrine 4. Differences between territorial</p>	<p>Learned Through: Key Knowledge: 1. Causes and results of Civil War • Economic/ political influences • Purposes/ principles of government 2. Conflicting views of slavery 3. Key players and events (include: A. Lincoln, U. Grant, R.</p>

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	<p>1.Design a time line showing dates, names, explorations, and countries of listed explorers 2.Construct a chart showing reasons and results of immigration</p>	<ul style="list-style-type: none"> • Declaration of Independence • Valley Forge • Saratoga • Yorktown <p>4. Origins of the Declaration of Independence, US Constitution 5. Balance of powers 6. NE and Mid-Atlantic states and geographic features including: Maine New Jersey New Hampshire Delaware Vermont Maryland Massachusetts Virginia Connecticut Rhode Island New York Pennsylvania Key Skills: Students will know how to 1. Locate the original 13 colonies on a map 2. Interpret the inevitability of the Revolution</p>	<p>exploration, expansion and settlement. 5. Midwest, west and southwest region states and geographic features <i>Western Lands</i> Ohio Indiana Illinois Wisconsin Michigan Minnesota <i>Louisiana Purchase/Westward Exploration</i> Iowa Montana Kansas Idaho Nebraska Oregon N. Dakota Washington S. Dakota Oklahoma Wyoming <i>Southwestern Expansion</i> Colorado Nevada Utah California Arizona New Mexico Key Skills: Students will know how to 1. Design a map to show major territory acquisitions and routes for settlement 2. Construct maps showing regions acquired (<i>Louisiana Purchase, Treaty of Guadalupe, Gadsden Purchase</i>) 3. Relate to historical fiction with individual book sharings</p>	<p><i>Lee, Emancipation Proclamation, Ft. Sumter, Bull Run, Antietam, Shiloh, Gettysburg, Atlanta</i>) 4. Technological advances 5. SE states and geographic features N. Carolina Mississippi S. Carolina Louisiana Florida Arkansas Georgia Missouri Kentucky Texas Tennessee West Virginia Alabama Key Skills: Students will know how to 1. Interpret differences in economic needs and attitudes of people of North/South 2. Construct a chart exhibiting pros and cons of slavery 3. Charts, research, oral and written reports, maps 4. Construct time line of development of slavery in the New World 5. Research inventions of this time. Construct models/pictures. Write reports. (<i>include: cotton gin, steam engine and others</i>) 6. Research differences in economy of the North and South and how States' Rights were addressed in the creation of the government (<i>Constitution</i>)</p>
<p>COMPETENCIES (What lifelong competencies can be integrated to help develop these? Literacy (reading, writing frameworks should be supported)Problem solving,</p>	<p>Literacy Skills/ Strategies:</p>	<p>Literacy Skills/ Strategies:</p>	<p>Literacy Skills/ Strategies:</p>	<p>Literacy Skills/ Strategies:</p>

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communication, technology	<p>High IQ Performance Task</p> <ol style="list-style-type: none"> 1. Think about the different cultures in a region of Early America that was settled. Imagine you live and work in this region. Write in a journal you're your daily experiences with the variety of cultures, languages, experiences, etc. 2. Imagine you are going to give money to one of the early colonies. Which one has been most successful with their original idea? Which one would you fund and why? <p>Quizzes, tests, prompts</p> <ol style="list-style-type: none"> 1. Identify five to six explorations and settlements of the new world comparing the differences in reasons for settling in the new world. 2. Construct a chart showing major explores, reasons and locations of exploration. 3. Test on explorers and discoveries. 4. Essay on why your ancestors came and effect on your life. <p>Unprompted and student self-assessment</p> <ol style="list-style-type: none"> 1. Student discussion/teacher observation 2. Peer review of journals, charts 	<p>High IQ Performance Task</p> <ol style="list-style-type: none"> 1. Survey 10 adults about the Bill of Rights. Which is most important to them and why. From this information, which right do you think is most important? Or what is missing in the Bill of Rights? 2. Students take the role of an important figure in the Revolution (both British and colonial). From this person's perspective, discuss why a revolution was needed or not and what ideas this person supported about a revolution. <p>Quizzes, tests, prompts</p> <ol style="list-style-type: none"> 1. Label on a pre-designed map, states, and capitals of the original colonies. Add pertinent details of importance including mountain ranges, lakes, oceans, and rivers. 2. Test on causes and ideas behind revolution. 3. Short essays on essential questions 4. Choose one amendment in the Bill of Rights and tell how it affects you today. 5. Collect clippings showing impact of Bill of Rights today. 6. List 10 specific rights you have today as a result if the Bill of Rights. 7. Write a Bill of Rights for class <p>Unprompted and student self-assessment</p> <ol style="list-style-type: none"> 1. Class discussions and observations 2. Student self-assess maps 	<p>High IQ Performance Task</p> <ol style="list-style-type: none"> 1. Create a model of one facet of the westward expansion with an explanation of how the movement impacted an area both good and bad. 2. Role-play as a member of Lewis/Clark expedition. From that perspective, keep a diary with at least 10 entries discussing successes, mistakes and alternatives of the expedition. 3. Design an expedition to explore the "new frontier" with rationale for your route to funders and what you hope to explore/discover. <p>Quizzes, tests, prompts</p> <ol style="list-style-type: none"> 1. Label on pre-designed map states, capitals and geographic landmarks of the westward expansion. 2. Journal notes on field trips. 3. Write letters home as if on wagon trip on Oregon Trail. 4. Essay on would you have been willing to go? 5. Essay on essential questions 6. Essay on why Lewis and Clark were sent and what did it accomplish? <p>Unprompted and student self-assessment</p> <ol style="list-style-type: none"> 1. Classroom observations and discussions 2. Self-assessment on rubric for model, diary or expedition. 	<p>High IQ Performance Task</p> <ol style="list-style-type: none"> 1. Hold a mock senate debate of the 1860's about whether the Civil War is necessary. Students represent different sates and have to argue for against depending on their state from philosophical and economic points of view. 2. Students act as editors of a newspaper during this time period and suggest alternatives to war. 3. Students design museum exhibits about true causes and effects of Civil War. <p>Quizzes, tests, prompts</p> <ol style="list-style-type: none"> 1. Label on pre-designed map states, capitals and geographic landmarks of the Southeast states. 2. Identify one key player in Civil War and write short biography. 3. Construct compare/contrast chart showing differing views of both sides which resulted in Civil War. 4. Essay on conflicts on North and South in 1860's. 5. Essay on what was the war really about. <p>Unprompted and student self-assessment</p> <ol style="list-style-type: none"> 1. Classroom observations and discussions esp. about which side would I take and effect son both sides. 2. Self-assessment on rubric for debate, editorial or museum exhibit.
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