

Course Title: 5th Grade Social Studies
Board Approval Date: October 20, 2020
Credit / Hours: 90 days

Course Description:

This course focuses on mastery of the PA Academic Standards for history, civics and government, geography and economics. As students progress through this course they will participate in a systematic study of American History from Native Americans to the development of US Government. Course work will focus on Native Americans, Explorers, Colonial America, Revolutionary War, Branches of Government and US Geography.

Learning Activities / Modes of Assessment:

Large group instruction
Tests and quizzes
Teacher observation
Various websites
Small group work
Projects with rubrics
Role playing/simulations/journals and writing prompts
Interactive notebooks
Socratic seminar/discussions
Technology
Exit tickets
schoolology/google classroom
photos/artifacts
primary/secondary sources
Graphic organizers

Instructional Resources:

Various videos

Various websites: Discovery Education

Historical novels/documents

Picture books

Posters/maps/Google earth

Teacher created resources

Primary and secondary resources

Scholastic News

ReadWorks

Unit 1: Native American Regions- 15 days

Know:	Understand:	Do:
<p>CC.1.2.5.A: Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.</p> <p>CC.1.2.5.B: Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.</p> <p>CC.1.2.5.C: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.</p> <p>CC.1.2.5.E: Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).</p> <p>CC.1.2.5.F: Determine the meaning of words and phrases as they are used in grade- level text, including interpretation of figurative language.</p> <p>CC.1.2.5.G: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>CC.1.2.5.I: Integrate information from several texts on the same topic to demonstrate understanding of that topic.</p> <p>CC.1.2.5.J Acquire and use accurately grade- appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <p>CC.1.2.5.L: Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>	<p>-How the region and natural resources impacted the culture and daily life of the Native Tribes.</p> <p>-How the culture of the various early Native Americans contribute to United States history</p>	<p>-Identify cultural aspects of the Native American regions using a matrix</p> <p>-Describe housing, food/clothing, natural resources, beliefs, tribal organization</p> <p>-Analyze regions by comparing and contrasting regions</p>

8.1.5.A. Identify and explain the influences of **economic** features on continuity and change over time.

8.3.5.A. Compare and contrast common characteristics of the **social, political**, cultural and **economic** groups in United States history.

8.3.5.B. Illustrate concepts and knowledge of historical **documents, artifacts**, and places critical to United States history.

7.1.5.A. Describe how common **geographic tools** are used to organize and interpret information about people, **places**, and **environment**.

7.1.5.B. Describe and locate **places** and **regions** as defined by physical and **human features**.

7.2.5.A. Describe the characteristics of **places** and **regions**

7.2.5.B. Identify the basic physical processes that affect the physical characteristics of places and regions.

7.3.5.A. Identify the human characteristics of **places** and **regions** using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities

Unit 2 Explorers- 15 days

<p>CC.1.2.5.A: Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.</p> <p>CC.1.2.5.B: Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.</p> <p>CC.1.2.5.C: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.</p> <p>CC.1.2.5.D: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>CC.1.2.5.E: Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).</p> <p>CC.1.2.5.F: Determine the meaning of words and phrases as they are used in grade- level text, including interpretation of figurative language.</p> <p>CC.1.2.5.G: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>CC.1.2.5.H: Determine how an author supports particular points in a text through reasons and evidence. E05.B-C.3.1.1</p> <p>CC.1.2.5.I: Integrate information from several texts on the same topic to demonstrate understanding of that topic.</p> <p>CC.1.2.5.J Acquire and use accurately grade- appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical</p>	<p>-How the exploration of individuals impacted the colonization of Early America</p> <p>-Reasons for exploration</p>	<p>-Identify voyages routes</p> <p>-Design a matrix- supporter, country of origin, discovery, motivation, contribution</p> <p>-Research explorer</p>
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relationships.

CC.1.2.5.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.5.L: Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

8.1.5.A. Identify and explain the influences of **economic** features on continuity and change over time.

8.1.5.B. Classify and analyze fact and **opinion** from multiple points of view, and **secondary sources** as related to historical events.

8.1.5.C. Locate **primary and secondary sources** for the research topic and summarize in writing the findings. (Reference RWSL Standard 1.8.5 Research)

8.4.5.A. Compare and contrast common characteristics of the **social, political**, cultural, and **economic** groups in world history.

8.4.5.B. Illustrate concepts and knowledge of historical **documents, artifacts**, and sites, which are critical to World history.

7.1.5.A. Describe how common **geographic tools** are used to organize and interpret information about people, **places**, and **environment**.

Unit 3 Colonial America 30 days

<p>CC.1.2.5.A: Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.</p> <p>CC.1.2.5.B: Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.</p> <p>CC.1.2.5.C: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.</p> <p>CC.1.2.5.D: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>CC.1.2.5.E: Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).</p> <p>CC.1.2.5.F: Determine the meaning of words and phrases as they are used in grade- level text, including interpretation of figurative language.</p> <p>CC.1.2.5.G: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>CC.1.2.5.H: Determine how an author supports particular points in a text through reasons and evidence. E05.B-C.3.1.1</p> <p>CC.1.2.5.I: Integrate information from several texts on the same topic to demonstrate understanding of that topic.</p> <p>CC.1.2.5.J Acquire and use accurately grade- appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical</p>	<p>-Earliest English settlements in the New World</p> <p>-Geographical, economical influences on the 13 colonies</p> <p>-Causes of Revolutionary War</p>	<p>-Describe the first English settlements successes and failures (Roanoke, Jamestown, Plymouth)</p> <p>-Identify and label 13 British colonies on a map</p> <p>-Distinguish attributes of between New England, Middle, Southern colonies (cities, small farms, plantations)</p> <p>-Analyze the use of propaganda during Colonial times</p> <p>-Argue the meaning of popular protest slogans (Taxation without representation, Give me liberty or give me death , Join or Die)</p> <p>-Sequence and describe cause and effect relationship between Acts of British Parliament towards British colonies</p>
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CC.1.2.5.L: Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

8.1.5.A. Identify and explain the influences of **economic** features on continuity and change over time.

8.1.5.B. Classify and analyze fact and **opinion** from multiple points of view, and **secondary sources** as related to historical events.

8.1.5.C. Locate **primary and secondary sources** for the research topic and summarize in writing the findings. (Reference RWSL Standard 1.8.5 Research)

8.3.5.D. Examine patterns of **conflict** and cooperation among groups and organizations that impacted the history and development of the United States. • **Ethnicity** and race • Working conditions • Immigration • **Military conflict** • **Economic** stability

7.1.5.A. Describe how common **geographic tools** are used to organize and interpret information about people, **places**, and **environment**.

7.1.5.B. Describe and locate **places** and **regions** as defined by physical and **human features**.

7.2.5.A. Describe the characteristics of **places** and **regions**

<p>7.3.5.A. Identify the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities</p> <p>7.4.5.A. Describe and explain the effects of the physical systems on people within regions.</p> <p>7.4.5.B. Identify the effect of people on the physical systems within a community.</p>		
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Unit 4 Revolutionary War 20 days

<p>CC.1.2.5.A: Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.</p> <p>CC.1.2.5.B: Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.</p> <p>CC.1.2.5.C: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.</p> <p>CC.1.2.5.D: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>CC.1.2.5.E: Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).</p> <p>CC.1.2.5.F: Determine the meaning of words and phrases as they are used in grade- level text, including interpretation of figurative language.</p> <p>CC.1.2.5.G: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to</p>	<ul style="list-style-type: none"> -Importance of the Declaration of Independence -Social and political groups and individuals that contributed to the Revolutionary War -British vs. Continental soldier -Advantages vs. disadvantages of each side -Significance of landmark battles -Significance of the Colonial victory 	<ul style="list-style-type: none"> -identify the basic principles of the Declaration of Independence -Create a matrix of significant battles (commander, location, significance, victor) -Identify and label battle locations -Compare and contrast Continental and British soldiers -Argue the advantages and disadvantages of British and Colonies
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solve a problem efficiently.

CC.1.2.5.H: Determine how an author supports particular points in a text through reasons and evidence.
E05.B-C.3.1.1

CC.1.2.5.I: Integrate information from several texts on the same topic to demonstrate understanding of that topic.

CC.1.2.5.J Acquire and use accurately grade- appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

CC.1.2.5.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.5.L: Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

8.1.5.A. Identify and explain the influences of **economic** features on continuity and change over time.

8.1.5.B. Classify and analyze fact and **opinion** from multiple points of view, and **secondary sources** as related to historical events.

8.1.5.C. Locate **primary and secondary sources** for the research topic and summarize in writing the findings. (Reference RWSL Standard 1.8.5 Research)

8.3.5.A. Compare and contrast common characteristics of the **social, political,** cultural and **economic** groups in US history.

8.3.5.B. Illustrate concepts and knowledge of historical **documents, artifacts,** and places

<p>critical to United States history.</p> <p>8.3.5.C. Differentiate how continuity and change in U.S. history are formed and operate.</p> <p>8.3.5.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States. • Ethnicity and race • Working conditions • Immigration • Military conflict •</p> <p>7.1.5.A. Describe how common geographic tools are used to organize and interpret information about people, places, and environment.</p>		
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Unit 5 Branches of Government 10 days

<p>CC.1.2.5.A: Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.</p> <p>CC.1.2.5.B: Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.</p> <p>CC.1.2.5.J Acquire and use accurately grade- appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <p>CC.1.2.5.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.5.L: Read and comprehend literary nonfiction and informational</p>	<p>-The roles / powers / duties of the legislative, executive, and judicial branches at the federal level</p> <p>-The constitution outlines the branches of government and how it works</p> <p>-Significance of the the Bill of Rights</p> <p>-How checks and balances within the three branches work</p>	<p>-List the roles, powers, duties of the three branches of government</p> <p>-Identify the importance of the Constitution and its ratification</p> <p>-Explain why the Bill of Rights was added to the Constitution and the rights it gives to citizens</p> <p>-Summarize how checks and balances work to ensure the government functions with equal power</p>
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text on grade level, reading independently and proficiently.

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8.1.5.B. Classify and analyze fact and **opinion** from multiple points of view, and **secondary sources** as related to historical events.

8.1.5.C. Locate **primary and secondary sources** for the research topic and summarize in writing the findings. (Reference RWSL Standard 1.8.5 Research)

Pacing Guide

Course: 5th Grade Social Studies

**Course Unit (Topic
Periods)**

Length of Instruction (Class

Unit 1: Native American Regions

15 class periods (70 mins)

Unit 2: Explorers

15 class periods (70 mins.)

Unit 3: Colonial America

30 class periods (70 mins)

Unit 4: Revolutionary War

20 class periods (70 mins.)

Unit 5: Branches of the Government

10 class periods (70 mins)