5th Grade Social Studies Curriculum Map

#Days	Unit Title/ Due Dates / Essential Questions	Core Content & CC Standards/PA Standards	Resources/Materials/ Assessments
9 days	**Unit 1 (Chapter 1)** **Big Question**: ● How does the environment shape how we live? *Chapter test at the end of this unit.	**Core Content**: ● *"The First Americans"*- Analyze Visuals, Make Connections, Compare and Contrast, Draw Inferences, Summarize, Recognize Cause and Effect, Author's Purpose, Analyze Maps, Academic Vocabulary, Formulate Questions, Make Comparisons, Synthesize Information, Draw Conclusions, Identify Alternatives **CC Standards**: ● RI.5.5- Compare and contrast events, ideas, concepts, or information. **PA Standards**: ● 6.1.5.B- Explain how people's choices have different economic consequences. ● 6.1.5.D- Demonstrate how availability of resources affects choices. ● 6.2.5.A- Describe how goods and services are distributed. ● 6.4.5.A- Explain why people specialize in the production of goods and services, and divide labor. ● 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.	**Resources**: ● Pearson's myWorld Social Studies: Building Our Country textbook (5th grade) ● hsp.org ● firstnations.org ● loc.gov ● archives.gov ● learninglab.si.edu ● read.gov ● docsteach.org ● readworks.org ● commonlit.org ● newsela.com **Assessment**: ● Test on Chapter 1 at the end of the Unit. ○ *Test will include*: Important People and Locations, Tribes, Vocabulary, Cultural Differences.

		● 7.4.5.A- Describe and explain the effects of the physical systems on people within regions. ● 7.4.5.B- Identify the effect of people on the physical systems within a community.	
18 days	**Unit 2 (Chapters 2-3)** **Big Questions**: ● Why do people explore? ● Why do people leave their homelands? *Project due at the end of Chapter 2 AND the end of Chapter 3.	**Core Content**: ● *"Age of Exploration"*- Academic Vocabulary, Analyze Visuals, Make Comparisons, Draw Conclusions, Recognize Cause and Effect, Predict Consequences, Analyze Images, Draw Inferences, Analyze Maps, Express Problems Clearly, Formulate Questions, Synthesize Information, Analyze Primary Sources, Identify Central Issues, Distinguish Fact from Opinion, Demonstrate Reasoned Judgment ● *"Settlements Take Root"*- Academic Vocabulary, Analyze Images, Predict Consequences, Make Comparisons, Draw Inferences, Demonstrate Reasoned Judgment, Identify Central Issues, Summarize, Analyze Maps, Recognize Cause and Effect, Draw Conclusions, Categorize, Formulate Questions, Demonstrate Reasoned Judgment, Synthesize Information, Make Connections, Analyze Graphs, Infer **CC Standards**: ● RI.5.3- Explain relationships between individuals, events, ideas, or concepts using specific information in the text. ● RI.5.7- Draw on multiple sources to answer questions or solve problems. **PA Standards**: ● 6.1.5.A- Explain how limited resources and unlimited wants cause scarcity. ● 6.1.5.C- Explain how people's choices have different economic consequences. ● 6.1.5.D- Demonstrate how availability of resources affects choices.	**Resources**: ● Pearson's myWorld Social Studies: Building Our Country textbook (5th grade) ● hsp.org ● loc.gov ● archives.gov ● learninglab.si.edu ● read.gov ● docsteach.org ● readworks.org ● commonlit.org ● newsela.com **Assessment**: ● Project on Chapter 2 at the end of the Chapter. ○ *Project*: Choose an explorer NOT discussed in this chapter. Create a Wanted Poster based on his real-life adventures. ● Project on Chapter 3 at the end of the Unit. ○ *Project*: Choose a colony discussed in this chapter. Create a Powerpoint presentation to encourage new immigrants to move there.

		● 6.4.5.B- Explain the growth in international trade. ● 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. ● 8.3.5.C- Differentiate how continuity and change in U.S. history are formed and operate: Belief Systems and Religions, Commerce and Industry, Technology, Politics and Government, Physical and Human Geography, Social Organizations. ● 8.4.5.A- Compare and contrast common characteristics of the social, political, cultural, and economic groups in world history.	
23 days	**Unit 3 (Chapters 4-5)** **Unit 3 content overlaps with ELA Unit 3 reading passages.* **Big Questions**: ● What does it take to build a new society? ● What is worth fighting for? *Chapter test at the end of Chapter 4. *Project due at the end of Chapter 5.	**Core Content**: ● *"Life in the Colonies"*- Analyze Visuals, Academic Vocabulary, Main Idea and Details, Formulate Questions, Check Comprehension, Make Comparisons, Recognize Cause and Effect, Synthesize Information, Draw Conclusions, Draw Inferences, Predict Consequences, Analyze Maps, Identify Central Issues ● *"The American Revolution"*- Academic Vocabulary, Analyze Visuals, Predict Consequences, Check Comprehension, Analyze Images, Make Inferences, Cause and Effect, Make Comparisons, Draw Conclusions, Draw Inferences, Identify Central Issues, Identify Alternatives, Recognize Bias, Express Problems Clearly, Synthesize Information, Analyze Maps, Demonstrate Reasoned Judgment, Formulate Questions, Distinguish Fact from Opinion	**Resources**: ● Pearson's myWorld Social Studies: Building Our Country textbook (5th grade) ● hsp.org ● loc.gov ● archives.gov ● learninglab.si.edu ● read.gov ● docsteach.org ● readworks.org ● commonlit.org ● newsela.com **Assessment**: ● Test on Chapter 4 at the end of the Chapter. ○ *Test will include*: Important People and Locations, Vocabulary, Differences

		CC Standards: ● RI.5.2- Determine main ideas and supporting details. ● RI.5.5- Compare cause/effect structure in text. **PA Standards**: ● 5.2.5.B- Identify behaviors that promote cooperation among individuals. ● 5.3.5.F- Examine different ways conflicts can be resolved. ● 5.3.5.G- Describe how groups try to influence others. ● 6.5.5.H- Identify the costs and benefits of borrowing. ● 7.3.5.A- Identify the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic Activities, Political Activities. ● 7.4.5.A- Describe and explain the effects of the physical systems on people within regions. ● 7.4.5.B- Identify the effect of people on the physical systems within a community.	Between Places, Differences Between Groups of People. ● Project on Chapter 5 at the end of the Unit. ○ *Project*: Create a Visual Timeline of the American Revolution, including the periods before and after the war broke out. For each event, you MUST include a visual and a written explanation.
6 days	**Unit 4** (Chapter 6) **Big Questions**: ● What is the purpose of government? *Chapter test at the end of Chapter 6 (2nd semester).	**Core Content**: ● *"A New Nation"*- Identify Central Issues, Academic Vocabulary, Make Connections, Draw Conclusions, Analyze Images, Summarize, Recognize Cause and Effect, Express Problems Clearly, Analyze Visuals, Draw Inferences, Formulate Questions, Make Comparisons, Predict Consequences, Check Comprehension, Synthesize Information, Compare and Contrast, Analyze Charts, Draw Conclusions **CC Standards**: ● RI.5.2- Summarize the text. ● RI.5.9- Integrate information from several texts on the same topic and write/speak about the topic.	**Resources**: ● Pearson's myWorld Social Studies: Building Our Country textbook (5th grade) ● hsp.org ● loc.gov ● archives.gov ● learninglab.si.edu ● read.gov ● docsteach.org ● readworks.org ● commonlit.org ● newsela.com **Assessment**: ● Test on Chapter 6 at the end of the Chapter.

		PA Standards: ● 5.1.5.B- Describe the basic purposes of government in the classroom, school, community, state, and nation. ● 5.1.5.C- Describe the principles and ideas shaping local, state, and national government: Liberty/Freedom, Democracy, Justice, Equality. ● 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.	○ *Test will include*: Important People and Locations, Historical Documents, Vocabulary, Differences Between Groups of People.

17 days	**Unit 4 CONTINUED** (Chapters 6-7) **Big Questions**: ● What is the purpose of government? ● How do leaders shape a nation? *Chapter test at the end of Chapter 6. *Project due at the end of Chapter 7.	**Core Content**: ● *"A New Nation"*- Identify Central Issues, Academic Vocabulary, Make Connections, Draw Conclusions, Analyze Images, Summarize, Recognize Cause and Effect, Express Problems Clearly, Analyze Visuals, Draw Inferences, Formulate Questions, Make Comparisons, Predict Consequences, Check Comprehension, Synthesize Information, Compare and Contrast, Analyze Charts, Draw Conclusions ● *"The Young Nation Grows"*- Analyze Visuals, Demonstrate Reasoned Judgment, Academic Vocabulary, Summarize, Draw Inferences, Recognize Cause and Effect, Draw Conclusions, Identify Central Issues, Compare and Contrast, Identify Alternatives, Generalize, Synthesize Information, Analyze Maps, Make Connections, Check Comprehension, Demonstrate Reasoned Judgment, Express Problems Clearly, Formulate Questions, Make Comparisons, Analyze Charts, Predict Consequences	**Resources**: ● Pearson's myWorld Social Studies: Building Our Country textbook (5th grade) ● hsp.org ● loc.gov ● archives.gov ● learninglab.si.edu ● read.gov ● docsteach.org ● readworks.org ● commonlit.org ● newsela.com **Assessment**: ● Test on Chapter 6 at the end of the Chapter. ○ *Test will include*: Important People and Locations, Historical Documents, Vocabulary, Differences Between Groups of People. ● Project on Chapter 7 at the end of the Unit.

		CC Standards: ● RI.5.2- Summarize the text. ● RI.5.9- Integrate information from several texts on the same topic and write/speak about the topic. **PA Standards**: ● 5.1.5.D- Interpret key ideas about government found in significant documents: Declaration of Independence, United States Constitution, Bill of Rights, Pennsylvania Constitution. ● 5.1.5.E- Identify the individual rights guaranteed by the PA Constitution and the U.S. Constitution. ● 5.2.5.A- Identify individual rights and needs, and the rights and needs of others in the classroom, school, community, state, and nation. ● 5.2.5.C- Explain why individuals become involved in leadership and public service. ● 5.3.5.A- Describe the responsibilities and powers of the three branches of government. ● 5.3.5.B- Describe how the elected representative bodies function in making local, state, and national laws. ● 5.3.5.D- Describe the primary duties of elected local, state, and national positions. ● 5.3.5.E- Describe the requirements to vote in local, state, and national elections. ● 6.3.5.B- Describe factors that influence government's economic decision making. ● 8.2.5.B- Illustrate concepts and knowledge of historical documents, artifacts, and places critical to Pennsylvania history. ● 8.3.5.B- Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States history.	○ *Project*: Choose one of the events discussed in Chapter 7. Write a scene for Historical Fiction movie about that event.
23 days	**Unit 5** (Chapters 8-9)	**Core Content**: ● *"Moving West"*- Demonstrate Reasoned Judgment, Analyze Visuals, Draw Conclusions,	**Resources**:

	Unit 5 content overlaps with ELA Unit 5 reading passages.* **Big Questions: ● What are the costs and benefits of growth? ● What is worth fighting for? *Project due at the end of Chapter 8. *Chapter test due at the end of Chapter 9.	Recognize Cause and Effect, Formulate Questions, Fact and Opinion, Summarize, Identify Central Issues, Make Comparisons, Synthesize Information, Check Comprehension, Predict Consequences, Academic Vocabulary, Draw Inferences, Express Problems Clearly, Analyze Maps, Analyze Charts ● *"Civil War and Reconstruction"*- Academic Vocabulary, Analyze Visuals, Demonstrate Reasoned Judgment, Express Problems Clearly, Draw Inferences, Draw Conclusions, Make Connections, Synthesize Information, Analyze Maps, Formulate Questions, Sequence, Identify Central Issues, Distinguish Fact from Opinion, Check Comprehension, Predict Consequences, Identify Alternatives, Analyze Charts, Recognize Bias, Recognize Cause and Effect **CC Standards**: ● RI.5.3- Explain relationships between events using specific information in the text. ● RI.5.8- Explain the author's support of specific points. **PA Standards**: ● 5.2.5.B- Identify behaviors that promote cooperation among individuals. ● 5.3.5.F- Examine different ways conflicts can be resolved. ● 5.3.5.G- Describe how groups try to influence others. ● 6.1.5.A- Explain how limited resources and unlimited wants cause scarcity. ● 6.1.5.B- Explain how people's choices have different economic consequences. ● 6.1.5.D- Demonstrate how availability of resources affects choices. ● 7.3.5.A- Identify the human characteristics of places and regions using the following criteria:	● Pearson's myWorld Social Studies: Building Our Country textbook (5th grade) ● hsp.org ● loc.gov ● archives.gov ● learninglab.si.edu ● read.gov ● docsteach.org ● readworks.org ● commonlit.org ● newsela.com **Assessment**: ● Project on Chapter 8 at the end of the Chapter. ○ *Project*: Choose one of the Lessons in this Chapter. Create a 3-D Museum Exhibit that displays the important ideas from this event/concept. You MUST include fact cards for the different items in the exhibit. ● Test on Chapter 9 at the end of the Unit. ○ *Test will include*: Important People and Locations, Historical Documents, Vocabulary, Differences Between Groups of People.

		Population, Culture, Settlement, Economic Activities, Political Activities. ● 7.4.5.A- Describe and explain the effects of the physical systems on people within regions. ● 7.4.5.B- Identify the effect of people on the physical systems within a community. ● 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.	
8 days	**Unit 6** (Pennsylvania History) **Unit 6 concepts will be incorporated into other Units when appropriate.* **Big Questions**: ● What documents, artifacts, and places are critical to Pennsylvania history? *Writing assignment at the end of this Unit.	**Core Content**: ● *"PA History"*- Analyze Visuals, Recognize Cause and Effect, Formulate Questions, Fact and Opinion, Summarize, Make Comparisons **CC Standards**: ● RI.5.9- Integrate information from several texts on the same topic and write/speak about the topic. **PA Standards**: ● 6.4.5.A- Explain why people specialize in the production of goods and services, and divide labor. ● 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. ● 8.2.5.A- Compare and contrast common characteristics of the social, political, and economic groups from Pennsylvania. ● 8.2.5.B- Illustrate concepts and knowledge of historical documents, artifacts, and places critical to Pennsylvania history. ● 8.2.5.D- Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania for responding to individual and	**Resources**: ● hsp.org ● loc.gov ● archives.gov ● learninglab.si.edu ● read.gov ● docsteach.org ● readworks.org ● commonlit.org ● newsela.com **Assessment**: ● Student's Choice writing assignment at the end of the Unit. Students must choose one of the following: ○ *Biography*: Choose one person mentioned in this Unit, and write a short biography about them for a magazine article on Important Figures from History. ○ *Location Description*: Choose one landmark mentioned in this Unit, and write a short description of it for a magazine article on Important Places from History.

		community needs: Ethnicity and Race, Working Conditions, Immigration, Military Conflict, Economic Stability.	