

Blackhawk School District

CURRICULUM

| | |
|--------------------|---------------------------------------|
| Course Title: | Social Studies |
| Grade Level(s): | Fifth |
| Length of Period: | 40 minutes per day per quarter taught |
| Faculty Author(s): | Jake Anderson |
| Date: | revised January 2014 |

SOCIAL STUDIES MISSION:

The purpose for learning social studies is to prepare students to be responsible, productive citizens who possess an awareness of local, regional and global issues. Students will use problem solving, critical thinking and analytical skills based upon knowledge of the past in order to successfully impact the present and the future. By building a frame of reference, students will learn to understand and appreciate overarching concepts in literature, film, art and science.

COURSE DESCRIPTION:

Students will understand and appreciate how the United States came to be, including the key factors, people, and events that shaped its development. As students learn this information, they will also develop the expository reading and study skills necessary for continued learning.

5th Grade Social Studies Curriculum Overview

Description: Early American History -Students will understand and appreciate how the United States came to be, including the key factors, people, and events that shaped its development. As students learn this information, they will also develop the expository reading and study skills necessary for continued learning.

NOTE: 2 teachers will be teaching Social studies in the 1st and 3rd quarters. The others will be teaching Social studies the 2nd and 4th quarter.

| | |
|---|--|
| <p style="text-align: center;">1st Quarter</p> <p>Resources: Harcourt History–The United States: Making a New Nation, teacher-created resources</p> <ul style="list-style-type: none"> • US Geography overview <ul style="list-style-type: none"> -compare/contrast the regions in the US according to landforms, bodies of water, vegetation, climate, and land use • Native American study <ul style="list-style-type: none"> -compare/contrast different tribes from different regions according to ways of life, geographical region • Early exploration and its effect on the US (how it helped to shape) <ul style="list-style-type: none"> -Spanish, French, Portuguese • The 1st colonies—successes and failures • Sequencing events in chronological order | <p style="text-align: center;">2nd Quarter: NOTE: Same as 1st Quarter</p> |
| <p style="text-align: center;">3rd Quarter:</p> <p>Resources: Harcourt History–The United States: Making a New Nation, teacher-created resources</p> <ul style="list-style-type: none"> • Compare/contrast the New England, Middle, and Southern colonies <ul style="list-style-type: none"> -Who came? Why did they? What is life like for them? -Relate to present day—forms of government, services • Build up to the Revolutionary War <ul style="list-style-type: none"> -Why and how? -French and Indian War <ul style="list-style-type: none"> -Relate to ideas of how government pays for operations and services • Revolutionary War <ul style="list-style-type: none"> -Sequence of events leading to completion of war and independence -How it shaped our current system of government | <p style="text-align: center;">4thQuarter: NOTE: Same as 3rd Quarter</p> |

The following outline provides a general overview of the course content, not a chronological timetable. The days denoted for each area provide an idea for the overall time spent working with a given topic throughout the school year.

| Course Outline 1 st Quarter | PA Core Standards | Approx. Pacing | Assessment Options | Suggested Resources |
|--|--|-------------------|---|---------------------|
| <p>Our Nation’s Geography - states and regions, landform regions, bodies of water, climate and vegetation, people and relationship to environment</p> <p>Essential Question: - How are the regions of the U.S. alike and different?</p> | <p>Describe how common geographic tools are used to organize and interpret information about people, places, and environment</p> <p>Describe and locate places and regions as defined by physical and human features</p> <p>Describe the characteristics of places and regions</p> <p>Identify the basic physical processes that affect the physical characteristics of places and regions</p> <p>Describe and explain the effects of the physical systems on people</p> <p>Describe the difference between nation and country</p> <p>Explain why people specialize in the production of goods and services and divide labor</p> <p>Compare and contrast common characteristics of the social, political, cultural, and economic groups in world history</p> | 10 days | <p>- create salt-dough relief map to identify regions, landforms, and/or resources</p> <p>- compare/contrast our region’s resources, climate, etc. to other regions</p> <p>- labeling states and regions on a map</p> | |
| <p>Early People and Native Americans - peoples located in Eastern Woodlands, Plains, Southwest and West, and Northwest and Arctic regions</p> <p>Essential Question: - How did the lives of Native Americans relate to the region in which they lived?</p> | <p>Explain ways in which people meet their basic needs and wants</p> <p>Describe the basic purposes of government in the classroom, school, community, state, and nation</p> <p>Identify individual rights and needs and the rights and needs of others in the classroom, school, community, state, and nation</p> <p>Demonstrate how availability of resources affects choices</p> <p>Identify the human characteristics of places and regions</p> <p>Describe and explain the effects of the physical systems on people within regions</p> | 14 days | <p>- project on particular Native American tribe that describes homes, government, traditions, arts/crafts</p> <p>- compare/contrast Native American tribes with neighboring tribes in a particular region</p> | |
| <p>The Age of Exploration - exploration and technology, Renaissance and changing world, Spanish and other nations’ explorations</p> <p>Essential Question: - How did early explorations by Europeans affect North America?</p> | <p>Identify behaviors that promote cooperation among individuals</p> <p>Examine different ways conflicts can be resolved</p> <p>Describe how groups try to influence others</p> <p>Explain how limited resources and unlimited wants cause scarcity</p> <p>Describe factors that influence government’s economic decision making</p> <p>Explain the growth in international trade</p> <p>Identify tangible and intangible assets</p> <p>Identify the costs and benefits of borrowing</p> <p>Identify the human characteristics of places and regions</p> <p>Examine patterns of conflict and cooperation among groups</p> | 10 days | <p>- create graphic organizer comparing and contrasting explorers’ area of exploration, country, and effects/ importance of exploration</p> <p>- research and present information about a</p> | |

| | | | | |
|---|---|---------|---|--|
| | and organizations that impacted the history and development of the United States | | particular explorer and his/her country | |
| <p>Building the First Colonies - Spanish colonies, Virginia Colony, Plymouth Colony, French and Dutch influence</p> <p>Essential Question: - How did the European settlers affect the way of life in North America?</p> | <p>Explain how limited resources and unlimited wants cause scarcity</p> <p>Explain ways in which people meet their basic needs and wants</p> <p>Explain how people’s choices have different economic consequences</p> <p>Demonstrate how availability of resources affects choices</p> <p>Compare and contrast types of private economic institutions</p> <p>Explain why people specialize in the production of goods and services and divide labor</p> <p>Identify the human characteristics of places and regions using the following criteria</p> <p>Describe and explain the effects of the physical systems on people within regions</p> | 11 days | <p>- create graphic organizer to describe early colonies, religion, government, and relationships with Native Americans and mother country</p> <p>- group poster presentation describing how individual settlements survived or competed economically</p> | |

DRAFT

| Course Outline 3 rd Quarter | PA Core Standards | Approx. Pacing | Assessment Options | Suggested Resources |
|--|---|-------------------|--|---------------------|
| <p>The New England Colonies - settling New England, everyday life, and economy</p> <p>Essential Question: - What attracted settlers to the New England Colonies?</p> | <p>Demonstrate the use of human and capital resources in the production of a specific good Demonstrate how availability of resources affects choices Describe how good and services are distributed Identify how pricing influences sellers and consumers Describe various economic systems Explain why people specialize in the production of goods and services and divide labor. Describe how the availability of goods and services is made possible by the work of members of the society Define entrepreneurship and its role in the local community Describe and locate places and regions as defined by physical and human features Describe the characteristics of places and regions Identify the effect of people on the physical systems within a community Compare and contrast common characteristics of the social, political, cultural, and economic groups in United States history Compare and contrast common characteristics of the social, political, cultural, and economic groups in world history</p> | 5 days | <p>- brief quiz(zes) on the settling, life, and economy of New England</p> <p>- create travel brochure advertising region</p> <p>- produce commercial promoting region</p> | |
| <p>The Middle Colonies - settling the Middle Colonies, everyday life, and economy</p> <p>Essential Question: - What attracted settlers to the Middle Colonies?</p> | <p>Demonstrate the use of human and capital resources in the production of a specific good Demonstrate how availability of resources affects choices Describe how good and services are distributed Identify how pricing influences sellers and consumers Describe various economic systems Explain why people specialize in the production of goods and services and divide labor. Describe how the availability of goods and services is made possible by the work of members of the society Define entrepreneurship and its role in the local community Describe and locate places and regions as defined by physical and human features Describe the characteristics of places and regions Compare and contrast common characteristics of the social, political, cultural, and economic groups in United States history Compare and contrast common characteristics of the social, political, cultural, and economic groups in world history</p> | 5 days | <p>- brief quiz(zes) on the settling, life, and economy of Middle Colonies</p> <p>- create travel brochure advertising region</p> <p>- produce commercial promoting region</p> | |

| | | | | |
|---|---|----------------|--|--|
| <p>The Southern Colonies - settling the Southern Colonies, everyday life, and economy</p> <p>Essential Question: - What attracted settlers to the Middle Colonies?</p> | <p>Demonstrate the use of human and capital resources in the production of a specific good Demonstrate how availability of resources affects choices Describe how goods and services are distributed Identify how pricing influences sellers and consumers Describe various economic systems Explain why people specialize in the production of goods and services and divide labor. Describe how the availability of goods and services is made possible by the work of members of the society Define entrepreneurship and its role in the local community Describe and locate places and regions as defined by physical and human features Describe the characteristics of places and regions Compare and contrast common characteristics of the social, political, cultural, and economic groups in United States history Compare and contrast common characteristics of the social, political, cultural, and economic groups in world history</p> | <p>5 days</p> | <p>- brief quiz(zes) on the settling, life, and economy of Southern Colonies</p> <p>- create travel brochure advertising region</p> <p>- produce commercial promoting region</p> | |
| <p>The Colonies Unite - French and Indian War, speaking out against taxation, Coercive Acts, Continental Congresses, Declaration of Independence</p> <p>Essential Question: - How did the colonies' relationship with England lead to problems in the colonies?</p> | <p>Understand the rule of law in protecting property rights, individual rights, and the common good Describe the principles and ideals shaping local, state, and national government Explain why individuals become involved in leadership and public service Identify various sources of mass media. Explain how people's choices have different economic consequences Explain how advertising causes people to change their behavior in predictable ways Explore ways in which tax revenue is collected Explain how and where multinational corporations operate Identify various economic and non-economic organizations that contribute to interaction among individuals and nations Explain how positive and negative incentives affect individual choices Identify the human characteristics of places and regions Identify and explain the influences of economic features on continuity and change over time Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events Locate primary and secondary sources for the research topic and summarize in writing the findings Compare and contrast common characteristics of the social,</p> | <p>11 days</p> | <p>- class debate about merits of colonists views versus England</p> <p>- write newspaper articles detailing events</p> | |

| | | | | |
|--|--|---------|--|--|
| | political, cultural, and economic groups in United States history. | | | |
| <p>The Revolutionary War - effect of war on individuals, important battles, effect of war on land and people</p> <p>Essential Question: - How did the Revolutionary War affect the course of American history? In what ways would our lives be different if England had won?</p> | <p>Describe the principles and ideals shaping local, state, and national government Explain why individuals become involved in leadership and public service Identify various economic and non-economic organizations that contribute to interaction among individuals and nations Locate primary and secondary sources for the research topic and summarize in writing the findings Differentiate how continuity and change in U.S. history are formed and operate</p> | 11 days | - write first-person point-of-view paper about how individual was affected by the war | |
| <p>The Constitution - the Constitutional Convention, three branches of U.S. government, the Bill of Rights, constitutional organization of government</p> <p>Essential Question: - How does the Constitution shape and influence our government?</p> | <p>Interpret key ideas about government found in significant documents Identify the individual rights guaranteed by the PA Constitution and the U.S. Constitution Identify individual rights and needs and the rights and needs of others in the classroom, school, community, state, and nation Describe the responsibilities and powers of the three branches of government Describe how the elected representative bodies function in making local, state, and national laws Describe the primary duties of elected local, state, and national positions Identify the requirements to vote in local, state, and national elections Describe the cost and benefits of government economic programs Illustrate concepts and knowledge of historical documents, artifacts, and places critical to U.S. history Illustrate concepts and knowledge of historical documents, artifacts, and sites which are critical to World History</p> | 8 days | <p>- create classroom/school constitution</p> <p>- analyze current laws and present information about positive and negative outcomes of each law</p> | |