

Grade 5 Social Studies LAB Curriculum Map

Grade 5 Week1 (August 13)				
Topic: GOVERNMENT				
EQ: How do we value diversity in our classroom and in the United States?				
Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary	
<p>Government and Civis SS-05-1.3.2 Students will describe specific rights and responsibilities that individuals have as citizens of the United States (e.g., voting in national elections) and explain why civic engagement is necessary to preserve a democratic society.</p> <p>Cultures and Societies SS-05-2.1.1 Students will identify early cultures (e.g., English, Spanish, French, West African) in the United States and analyze their similarities and differences.</p> <p>SS-05-2.3.1 Students will describe various forms of interaction (compromise, cooperation, conflict) that occurred between diverse groups (e.g., Native Americans, European explorers, English colonists, British Parliament) in the history of the United States.</p> <p>SS-05-2.3.2 Students will give examples of conflicts between individuals or groups and describe appropriate conflict resolution strategies (e.g., compromise, cooperation, communications).</p>		<p>I can define forms of interaction in the classroom community (compromise, conflict, cooperation).</p> <p>I can give examples of conflicts between individuals or groups in my classroom.</p> <p>I can describe conflict-resolution strategies that help individuals and groups to solve problems peacefully (e.g., compromise, cooperation, communication).</p> <p>I can give examples of how information and experiences may be interpreted differently by people from different cultural groups.</p> <p>I can explain why it is important to understand and appreciate diverse cultures in the United States.</p> <p>I can describe specific rights I have as a member of my school community.</p> <p>I can describe specific responsibilities I have as a member of my school community.</p> <p>I can explain why it is important</p>		

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Grade 5 Week1 (August 13)				
Topic: GOVERNMENT				
EQ: How do we value diversity in our classroom and in the United States?				
Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary	
		<p>to follow rules in my school and community.</p> <p>I can explain why it is important to be engaged in my classroom community (e.g., participate in class meetings, work cooperatively in groups).</p>		

Grade 5 Social Studies LAB Curriculum Map

Grade 5 UNIT 2/ Week 2-3 (August 22 & September 3, 2014)/Week 4 (Constitution Day)

Topic: GEOGRAPHY

EQ: How do we use historical and geographic tools to learn about the United States?

Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary	
<p>Geography SS-05-4.1.1 Students will use geographic tools (e.g., maps, charts, graphs) to identify natural resources and other physical characteristics (e.g., major landforms, major bodies of water, weather, climate, roads, bridges) and analyze patterns of movement and settlement in the United States.</p> <p>SS-05-4.1.2 Students will use geographic tools to locate and describe major landforms, bodies of water, places, and objects in the United States to find their absolute location.</p> <p>SS-05-4.1.3 Students will describe how different factors (e.g. rivers, mountains) influence where human activities were/are located in the United States</p>		<p>I can define and give examples of primary sources. I can define and give examples of secondary sources. I can explain why a variety of tools are necessary to understand a historical event. I can use geographic tools to locate regions of the U.S. and describe their physical characteristics. I can use geographic tools to identify natural resources in different regions of the U.S. I can use geographic tools to identify major physical characteristics of the U.S. I can use geographic tools to identify the absolute location of landforms, bodies of water, places, and objects in the United States. I can use the five themes of geography to locate and describe places in the U.S.</p>	<p>Geography Landform Longitude Latitude Climate Physical maps Political maps Natural resources Movement Place Location Absolute location Relative location Physical features/characteristics Natural disaster Region Compass Rose Intermediate Direction Cardinal Directions Hemispheres Map Legend</p>	

Grade 5 Social Studies LAB Curriculum Map

Grade 5 UNIT 3/ Week 5 – 6 (September 9 & October 2, 2014)			
Topic: HISTORICAL PERSPECTIVE Native Americans and Explorers			
EQ: Why did diverse groups settle in America? What happens when cultures collide?			
Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary
<p>Cultures and Societies</p> <p>SS-05-2.1.1 Students will identify early cultures (e.g., English, Spanish, French, West-African) in the United States and analyze their similarities and differences.</p> <p>SS-05-2.2.1 Students will describe social institutions (government, economy, education, religion, family) in the United States and explain their role in the growth and development of the nation.</p> <p>SS-05-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict) that occurred between diverse groups (e.g., Native Americans, European Explorers, English colonists, British Parliament) in the history of the United States</p> <p>Geography</p> <p>SS-05-4.1.1 Students will use geographic tools (e.g., maps, charts, graphs) to identify natural resources and other physical characteristics (e.g., major landforms, major bodies of water, weather, climate, roads, bridges) and analyze patterns of movement and settlement in the United States.</p>		<p>I can use primary and secondary sources to investigate Native American culture.</p> <p>I can identify early Native American cultures in the United States.</p> <p>I can identify the impact of Native American cultures on the United States.</p> <p>I can explain and give examples of how Native Americans adapted to the physical environment to meet their needs.</p> <p>I can compare the way of life of Native Americans in the past to their way of life today (communication, technology, transportation, and education)</p> <p>I can explain the perspective of Native American cultures about the use of land.</p> <p>I can describe social institutions (e.g., government, economy, education, religion, family) in Native American cultures.</p> <p>I can explain how Native Americans exchanged goods and services.</p>	<p>Culture</p> <p>Conquistadors</p> <p>Colonist</p> <p>Explorer</p> <p>Native Americans</p> <p>Slavery</p> <p>Elements of Culture (language, beliefs, customs, etc.)</p> <p>Cultures: West, Southwest, Plains, and Eastern</p> <p>Woodlands</p> <p>Surplus</p> <p>Specialize</p> <p>Archaeologist</p> <p>Empire</p> <p>Slavery</p> <p>Artifact</p> <p>Irrigation</p> <p>Technology</p> <p>Different types of Houses according to Environment such as Pueblo, Longhouse, teepee, wigwam</p> <p>Cause/Effect</p> <p>Expedition</p> <p>Colony</p> <p>Columbian exchange</p>

Grade 5 Social Studies LAB Curriculum Map

Grade 5 UNIT 3/ Week 5 – 6 (September 9 & October 2, 2014)			
Topic: HISTORICAL PERSPECTIVE Native Americans and Explorers			
EQ: Why did diverse groups settle in America? What happens when cultures collide?			
Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary
<p>SS-05-4.4.1 Students will explain and give examples of how people adapted to/modified the physical environment (e.g., natural resources, physical geography, natural disasters) to meet their needs during the history of the U.S. (colonization, expansion) and analyze the impact on their environment.</p> <p>SS-05-4.4.3 Students will describe how individuals/groups may have different perspectives about the use of land (e.g., farming, industrial, residential, recreation).</p> <p>Historical Perspective</p> <p>SS-05-5.1.1 Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, maps, timelines) to describe significant events in the history of the U.S. and interpret different perspectives.</p> <p>SS-05-5.2.3 Students will compare change over time (Colonization, Industrialization, Twentieth Century to Present) in communication, technology, transportation and education.</p> <p>SS-05-5.2.4 Students will describe significant historical events in each of the broad historical periods and eras in U.S.</p>		<p>I can identify early cultures involved in the exploration of the U.S.</p> <p>I can describe how new technology promoted exploration.</p> <p>I can use geographic tools to analyze patterns of settlement of early explorers.</p> <p>I can describe conflicts that occurred between Native Americans and explorers.</p> <p>I can describe the distribution of goods between Europe and the Americas during the early settlement of the U.S.</p> <p>I can describe how new knowledge affected both Europeans and Native Americans.</p> <p>I can explain a cause of the diversity of cultures that exists in the U.S. today.</p> <p>I can explain the effects of European exploration on Native American groups</p>	<p>Explorers and their countries (ex- Erikson, Columbus, DeSoto, Hudson, Cortez, Champlain, Cabet) Countries(ex- Spain, Portugal, England, Netherlands) Conquistadors Charter Armada</p>

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Grade 5 UNIT 3/ Week 5 – 6 (September 9 & October 2, 2014)			
Topic: HISTORICAL PERSPECTIVE Native Americans and Explorers			
EQ: Why did diverse groups settle in America? What happens when cultures collide?			
Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary
history (Colonization and Settlement, Revolution and a New Nation, Expansion and Conflict, Industrialization and Immigration, Twentieth Century to Present) and explain cause and effect relationships			

Grade 5 Social Studies LAB Curriculum Map

Grade 5 UNIT 4/Week 7, 9 & 10 (October 15, November 5, & November 14, 2014) Week 8 Veterans Day (October 24, 2014)

Topic: HISTORICAL PERSPECTIVE *Colonial America/Establishing the Colonies*

EQ: How were the first colonies in America formed?

Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary
<p>Government and Civics SS-05-1.1.2 Students will explain and give examples of ways that democratic governments function (by making, enacting, and enforcing laws) to promote the common good (e.g., public smoking ban, speed limits, seat belt requirements).</p> <p>Cultures and Societies SS-05-2.1.1 Students will identify early cultures (English, Spanish, French, West African) in the United States and analyze their similarities and differences.</p> <p>SS-05-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict) that occurred between diverse groups (e.g., Native Americans, European explorers, English colonists, British Parliament)</p> <p>Economics SS-05-3.1.1 Students will describe scarcity and explain how scarcity required people in different periods in the U.S. (Colonization, Expansion, Twentieth Century to Present) to make economic choices (e.g., use of productive resources –natural, human, capital) and incur opportunity costs.</p>		<p>I can use geographic tools to locate and describe major landforms and bodies of water that attracted European settlers.</p> <p>I can analyze patterns of movement and settlement in North America by early European colonists.</p> <p>I can describe how different factors influenced where human activities were located in the early European settlements.</p> <p>I can identify early cultures (English, Spanish, French, West African) in the United States and analyze their similarities and differences.</p> <p>I can analyze the similarities and differences between the Jamestown and Plymouth colonies.</p> <p>I can describe various forms of interactions that occurred between diverse groups (Native Americans, enslaved Africans, European colonists)</p> <p>I can use primary and secondary sources to describe events related to the establishment of the first colonial settlements</p>	<p>Settlements (ex- Jamestown, Saint Augustine, Plymouth, 13 colonies)</p> <p>Regional differences between colonies (ex- New England, Middle, Southern)</p> <p>Northwest Passage</p> <p>Economic Terms (stock, cash crop indentured servants, supply and demand, export, import, free enterprise, industry)</p> <p>Significant people (ex- John Smith, Pocahontas, William Penn, Roger Willams, Anne Hutchinson...)</p> <p>French and Indian War</p>

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Grade 5 UNIT 4/Week 7, 9 & 10 (October 15, November 5, & November 14, 2014) Week 8 Veterans Day (October 24, 2014)

Topic: HISTORICAL PERSPECTIVE *Colonial America/Establishing the Colonies*

EQ: How were the first colonies in America formed?

Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary
<p>SS-05-3.4.1 Students will describe production, distribution and consumption of goods and services in the history of the U.S. (Colonization, Industrialization, Twentieth Century to Present).</p> <p>Geography SS-05-4.1.1 Students will use geographic tools (e.g., maps, charts, graphs) to identify natural resources and other physical characteristics (e.g., major landforms, major bodies of water weather, climate, roads, bridges) and analyze patterns of movement and settlement in the United States.</p> <p>SS-05-4.1.3 Students will describe how different factors (e.g. rivers, mountains) influence where human activities were/are located in the United States.</p> <p>SS-05-4.3.1 Students will explain patterns of human settlement in the early development of the United States and explain how these patterns were influenced by physical characteristics (e.g., climate, landforms, bodies of water</p> <p>GS-05-4.4.1 Students will explain and give examples of how people adapted to/modified the physical environment (e.g., natural</p>		<p>(Jamestown, Plymouth, Massachusetts Bay) and explain cause-and-effect relationships.</p> <p>I can use primary and secondary sources to describe events in early Colonial America and interpret different perspectives (enslaved West Africans, Powhatans, Wampanoags, English settlers).</p> <p>I can explain reasons why early colonists (immigrants such as the Jamestown colonists, pilgrims, Puritans) came to America and compare with why immigrants come to America today.</p> <p>I can explain and give examples of how the early colonists adapted to/modified the physical environment to meet their needs during the early settlement of Colonial America.</p> <p>I can explain and give examples of ways the early colonies governed themselves (i.e., Mayflower Compact, House of Burgesses).</p> <p>I can identify historical documents such as the Mayflower Compact and explain their historical</p>	

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Grade 5 UNIT 4/Week 7, 9 & 10 (October 15, November 5, & November 14, 2014) Week 8 Veterans Day (October 24, 2014)

Topic: HISTORICAL PERSPECTIVE *Colonial America/Establishing the Colonies*

EQ: How were the first colonies in America formed?

Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary
<p>resources, physical geography, natural disasters) to meet their needs during the history of the U.S. (colonization, expansion) and analyze the impact on their environment.</p> <p>SS-05-4.4.2 Students will describe how the physical environment (e.g., mountains as barriers or protection, rivers as barriers or transportation) both promoted and restricted human activities during the early settlement of the U.S. (Colonization, Expansion).</p> <p>Historical Perspective SS-05-5.1.1. Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, maps, timelines) to describe significant events in the history of the U.S. and interpret different perspectives.</p> <p>SS-05-5.2.1 Students will identify historical documents, selected readings and speeches (e.g., Mayflower Compact, Emancipation Proclamation, Dr. Martin Luther King’s speech: I Have a Dream) and explain their historical significance.</p> <p>SS-05-5.2.2 Students will explain reasons (e.g.,</p>		<p>significance.</p> <p>I can explain how scarcity required people during the early Colonization period to make economic choices (e.g.,use of slave labor) and incur opportunity costs</p>	

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Grade 5 UNIT 4/Week 7, 9 & 10 (October 15, November 5, & November 14, 2014) Week 8 Veterans Day (October 24, 2014)

Topic: HISTORICAL PERSPECTIVE *Colonial America/Establishing the Colonies*

EQ: How were the first colonies in America formed?

Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary
<p>freedoms, opportunities, fleeing negative situations) immigrants came to America long ago (Colonization and Settlement, Industrialization and Immigration, Twentieth Century to Present) and compare why immigrants come to America today.</p> <p>SS-05-5.2.4 Students will describe significant historical events in each of the broad historical periods and eras in U.S. history (Colonization and Settlement, Revolution and a New Nation, Expansion and Conflict, Industrialization and Immigration, Twentieth Century to Present) and explain cause and effect relationships.</p>			

Grade 5 Social Studies LAB Curriculum Map

Grade 5 UNIT 4/Week 7, 9 & 10 (October 15, November 5, & November 14, 2014) Week 8 Veterans Day (October 24, 2014)

Topic: HISTORICAL PERSPECTIVE Colonial America /Colonial Life

EQ: How did English colonists change the environment and how did the environment influence their activities?

Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary
<p>SS-05-1.1.2 Students will explain and give examples of ways that democratic governments function (by making, enacting, and enforcing laws) to promote the common good (e.g., public smoking ban, speed limits, seat belt requirements).</p> <p>Cultures and Societies SS-05-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict) that occurred between diverse groups (e.g., Native Americans, European Explorers, English colonists, British Parliament) in the history of the United States.</p> <p>Economics SS-05-3.1.1 Students will describe scarcity and explain how scarcity required people in different periods in the U.S. (Colonization, Expansion Twentieth Century to Present) to make economic choices (e.g., use of productive resources –natural, human, capital) and incur opportunity costs.</p> <p>SS-05-3.3.1 Students will give examples of markets</p>		<p>I can use geographic tools to identify natural resources and other physical characteristics in the colonial regions (New England, Middle and Southern colonies).</p> <p>I can use geographic tools to analyze patterns of movement and settlement in Colonial America.</p> <p>I can explain and give examples of how colonists adapted to/modified the physical environment to meet their needs during the development of the 13 colonies.</p> <p>I can describe how the physical environment both promoted and restricted human activity during the colonization period.</p> <p>I can explain how the various colonial regions (New England, Middle, and Southern) are defined by their human and physical characteristics.</p> <p>I can explain how different perspectives about the use of the</p>	

Grade 5 Social Studies LAB Curriculum Map

Grade 5 UNIT 4/Week 7, 9 & 10 (October 15, November 5, & November 14, 2014) Week 8 Veterans Day (October 24, 2014)

Topic: HISTORICAL PERSPECTIVE *Colonial America /Colonial Life*

EQ: How did English colonists change the environment and how did the environment influence their activities?

<p>Content (What do your students need to KNOW?)</p>	<p>Materials</p>	<p>Learning Target</p>	<p>Vocabulary</p>
<p>in different periods of U.S. History (Colonization, Expansion, Industrialization, Twentieth Century to Present) and explain similarities and differences.</p> <p>Geography SS-05-4.1.1 Students will use geographic tools (e.g., maps, charts, graphs) to identify natural resources and other physical characteristics (e.g., major landforms, major bodies of water, weather, climate, roads, bridges) and analyze patterns of movement and settlement in the United States.</p> <p>SS-05-4.1.3 Students will describe how different factors (e.g. rivers, mountains) influence where human activities were/are located in the United States</p> <p>SS-05-4.4.1 Students will explain and give examples of how people adapted to/modified the physical environment (e.g., natural resources, physical geography, natural disasters) to meet their needs during the history of the U.S. (colonization, expansion) and analyze the impact on their environment.</p> <p>SS-05-4.4.2 Students will describe how the physical environment (e.g., mountains as</p>		<p>land caused conflicts between the British, French, and Native Americans (e.g., French and Indian War)</p> <p>I can explain how scarcity required people during the early Colonization period to make economic choices (e.g., use of slave labor) and incur opportunity costs.</p> <p>I can describe the Triangular Trade Route and explain its impact on the colonial economy.</p> <p>I can describe production, distribution, and consumption of goods and services during the early colonial period (e.g., slave trade, cultivation of tobacco and other goods).</p> <p>I can give examples of markets during colonial times.</p> <p>I can explain and give examples of ways the colonial governments functioned to promote the common good.</p> <p>I can use primary and secondary sources to describe what life was</p>	

Grade 5 Social Studies LAB Curriculum Map

Grade 5 UNIT 4/Week 7, 9 & 10 (October 15, November 5, & November 14, 2014) Week 8 Veterans Day (October 24, 2014)				
Topic: HISTORICAL PERSPECTIVE <i>Colonial America /Colonial Life</i>				
EQ: How did English colonists change the environment and how did the environment influence their activities?				
Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary	
<p>barriers or protection, rivers as barriers or transportation) both promoted and restricted human activities during the early settlement of the U.S. (Colonization, Expansion). SS-05-4.4.3 Students will describe how individuals/groups may have different perspectives about the use of land (e.g., farming, industrial, residential, recreation).</p> <p>Historical Perspective SS-05-5.1.1 Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, maps, timelines) to describe significant events in the history of the U.S. and interpret different perspectives. SS-05-5.2.2 Students will explain reasons (e.g., freedoms, opportunities, fleeing negative situations) immigrants came to America long ago (Colonization and Settlement, Industrialization and Immigration, Twentieth Century to Present) and compare with why immigrants come to America today SS-05-5.2.3 Students will compare change over</p>		<p>like in the colonies for different groups of people (enslaved people, slave owners, indentured servants, women children, property owners, etc.)</p> <p>I can use primary and secondary sources to describe what life was like in the 13 colonies.</p> <p>I can explain reasons why the 13 colonies were established.</p> <p>I can compare life in Colonial America to life today (e.g., communication, technology, transportation, and education),</p>		

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Grade 5 UNIT 4/Week 7, 9 & 10 (October 15, November 5, & November 14, 2014) Week 8 Veterans Day (October 24, 2014)			
Topic: HISTORICAL PERSPECTIVE <i>Colonial America /Colonial Life</i>			
EQ: How did English colonists change the environment and how did the environment influence their activities?			
Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary
time (Colonization, Industrialization, Twentieth Century to Present) in communication, technology, transportation and education.			

Grade 5 Social Studies LAB Curriculum Map

Grade 5 UNIT 5/Weeks 11 – 13 (November 25, December 9, & December 13, 2014)

Topic: HISTORICAL PERSPECTIVE *Growing America/Declaring Independence*

EQ: Why did the American colonists declare their independence?

Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary
<p>Government and Civics SS-05-1.1.2 Students will explain and give examples of ways that democratic governments function (by making, enacting, and enforcing laws) to promote the common good (e.g., public smoking ban, speed limits, seat belt requirements).</p> <p>SS-05-1.3.1 Students will explain the basic principles of democracy (e.g., justice, equality, responsibility, freedom) found in significant U.S. historical documents (Declaration of Independence, U.S. Constitution, Bill of Rights) and analyze why they are important to citizens today.</p> <p>Culture and Societies SS-05-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict) that occurred between diverse groups (e.g., Native Americans, European Explorers, English colonists, British Parliament) in the history of the United States.</p> <p>Historical Perspective SS-05-5.1.1 Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, maps, timelines) to describe significant events in the history of the</p>	<p>Discovery Education: <i>The Revolutionary War Series: The Events Leading Up to War</i></p>	<p>I can explain and give examples of ways the colonists governed themselves to promote the common good (e.g., the First and Second Continental Congress).</p> <p>I can explain the basic principles of democracy found in the Declaration of Independence.</p> <p>I can analyze why the Declaration of Independence is significant (important to citizens) today.</p> <p>I can paraphrase, in simple language, key passages from the Declaration of Independence.</p> <p>I can describe various forms of interactions that occurred between English colonists and British Parliament.</p> <p>I can give examples of conflicts between the British colonists and Great Britain.</p> <p>I can use primary and secondary sources to interpret different perspectives about events/actions leading to the Revolutionary War (e.g., Loyalist and Patriot).</p>	<p>Self Government Terms(assembly, town meeting, militia, delegate) Liberty Rebel Treason Causes of American Revolution (Stamp Act, Townshend Acts, Boston Massacre, Boston Tea Party, Intolerable Acts) Sons of Liberty Significant people of the American Revolution (George Washington, Thomas Paine, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, loyalists, Molly Picture, Samuel Adams, Deborah Sampson)</p> <p>Declaration of Independence Articles of Confederation Constitution</p>

Grade 5 Social Studies LAB Curriculum Map

Grade 5 UNIT 5/Weeks 11 – 13 (November 25, December 9, & December 13, 2014)

Topic: HISTORICAL PERSPECTIVE *Growing America/Declaring Independence*

EQ: Why did the American colonists declare their independence?

Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary
<p>U.S. and interpret different perspectives.</p> <p>SS-05-5.2.4</p> <p>Students will describe significant historical events in each of the broad historical periods and eras in U.S. history (Colonization and Settlement, Revolution and a New Nation, Expansion and Conflict, Industrialization and Immigration, Twentieth Century to Present) and explain cause and effect relationships.</p>		<p>I can identify the contributions of significant individuals during the Revolutionary War period.</p> <p>I can describe events/actions that led to the Revolutionary War (e.g., The Proclamation of 1763, Sugar Act, Stamp Act, Boston Massacre, Boston Tea Party, Intolerable Acts, the publication of Common Sense).</p> <p>I can explain cause-and-effect relationships of events/actions leading to the Revolutionary War</p>	

Grade 5 Social Studies LAB Curriculum Map

Grade 5 UNIT 5/Weeks 11 – 13 (November 25, December 9, & December 13, 2014)

Topic: HISTORICAL PERSPECTIVE *Growing America/War for Independence*

EQ: What were the effects of the War for Independence and how do they impact your life today?

Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary
<p>Cultures and Societies SS-05-2.3.1 Students will describe various forms of interaction (compromise, cooperation, conflict) that occurred between diverse groups (e.g., Native Americans, European explorers, English colonists, British Parliament) in the history of the United States.</p> <p>Historical Perspective SS-05-5.1.1 Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, maps, timelines) to describe significant events in the history of the U.S. and interpret different perspectives.</p> <p>S-05-5.2.4 Students will describe significant historical events in each of the broad historical periods and eras in U.S. history (Colonization and Settlement, Revolution and a New Nation, Expansion and Conflict, Industrialization and Immigration, Twentieth Century to Present) and explain cause and effect relationships</p>		<p>I can describe various forms of interactions that occurred between English colonists and British Parliament.</p> <p>I can use primary and secondary sources to interpret different perspectives about the Revolutionary War (e.g., Loyalist and Patriot).</p> <p>I can describe how the Revolutionary War was impacted by significant individuals and groups (e.g., Sons of Liberty, Paul Revere, George Washington, John Adams)</p> <p>I can describe events/actions that occurred during the Revolutionary War.</p> <p>I can explain cause-and-effect relationships of events/actions that occurred during the Revolutionary War</p>	<p>Self Government Terms(assembly, town meeting, militia, delegate) Liberty Rebel Treason Causes of American Revolution (Stamp Act, Townshend Acts, Boston Massacre, Boston Tea Party, Intolerable Acts) Sons of Liberty Significant people of the American Revolution (George Washington, Thomas Paine, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, loyalists, Molly Picture, Samuel Adams, Deborah Sampson</p>

Grade 5 Social Studies LAB Curriculum Map

Grade 5 UNIT 6/Week 14 – 17 (January 12, January 22, February 2, & February 11, 2015)				
Topic: GOVERNMENT FORMING A NEW AMERICA/Building a New Government				
EQ: How and why did the founders establish a new democratic government?				
Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary	
<p>Government and Civics</p> <p>SS-05-1.1.1 Students will describe the basic purposes of the U.S. Government as defined in the Preamble to the U.S. Constitution (to establish justice, to ensure domestic tranquility, to provide for the common defense, to promote the general welfare, to secure the blessings of liberty); give examples of services the U.S. Government provides (e.g., armed forces, interstate highways, national parks) and analyze the importance of these services to citizens today.</p> <p>SS-05-1.3.1 Students will explain the basic principles of democracy (e.g., justice, equality, responsibility, freedom) found in significant U.S. historical documents (Declaration of Independence, U. S. Constitution, Bill of Rights) and analyze why they are important to citizens today.</p> <p>SS-05-1.2.2 Students will explain why the framers of the Constitution felt it was important to establish a government where powers are shared across different levels (local, state, national/federal) and branches (executive, legislative, judicial).</p> <p>SS-05-1.3.2 Students will describe specific rights and responsibilities individuals have as</p>		<p>I can describe the basic purposes of the U.S. government as defined in the Preamble to the U.S. Constitution.</p> <ul style="list-style-type: none"> I can explain the basic principles of democracy (justice, equality, responsibility, freedom) found in significant U.S. historical documents (Declaration of Independence, U.S. Constitution, Bill of Rights). I can explain why the framers of the U.S. Constitution felt it was important to establish a government where powers are shared across different levels and branches. I can explain why it was necessary to add a Bill of Rights to the U.S. Constitution. I can use the U.S. Constitution and Bill of Rights as primary sources to learn about the establishment and structure of the U.S. government. I can identify the historical significance of the Constitution of the United States and the Bill of Rights. 	<p>Articles of Confederation Constitution Preamble Amendment Bill of Rights</p>	

Grade 5 Social Studies LAB Curriculum Map

Grade 5 UNIT 6/Week 14 – 17 (January 12, January 22, February 2, & February 11, 2015)				
Topic: GOVERNMENT <i>FORMING A NEW AMERICA/Building a New Government</i>				
EQ: How and why did the founders establish a new democratic government?				
Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary	
<p>citizens of the United States (e.g., voting in national elections) and explain why civic engagement is necessary to preserve a democratic society.</p> <p>Historical Perspective</p> <p>SS-05-5.1.1 Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, maps, timelines) to describe significant events in the history of the U.S. and interpret different perspectives.</p> <p>SS-05-5.2.1 Students will identify historical documents, selected readings and speeches (e.g., Mayflower Compact, Emancipation Proclamation, Dr. Martin Luther King’s speech: I Have a Dream) and explain their historical significance.</p>				

Grade 5 Social Studies LAB Curriculum Map

Grade 5 UNIT 6/Week 14 – 17 (January 12, January 22, February 2, & February 11, 2014)			
Topic: GOVERNMENT <i>Forming a New America/Our Government Today</i>			
EQ: Why is the democratic government the founders established still important today?			
Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary
<p>Government and Civics SS-05-1.1.1 Students will describe the basic purposes of the U.S. Government as defined in the Preamble to the U.S. Constitution (to establish justice, to ensure domestic tranquility, to provide for the common defense, to promote the general welfare, to secure the blessings of liberty); give examples of services the U.S. Government provides (e.g., armed forces, interstate highways, national parks) and analyze the importance of these services to citizens today.</p> <p>SS-05-1.1.2 Students will explain and give examples of how democratic governments function (by making, enacting and enforcing laws) to promote the “common good” (e.g., public smoking ban, speed limits, seat belt requirements).</p> <p>SS-05-1.3.1 Students will explain the basic principles of democracy (e.g., justice, equality, responsibility, freedom) found in significant U.S. historical documents (Declaration of Independence, U. S. Constitution, Bill of Rights) and analyze why they are important to citizens today.</p>		<p>I can give examples of services the U.S. government provides and analyze the importance of these services to citizens today.</p> <ul style="list-style-type: none"> • <p>I can explain and give examples of how democratic governments function to promote the common good.</p> <ul style="list-style-type: none"> • <p>I can analyze why the basic principles of democracy (justice, equality, responsibility, freedom) are important to citizens today.</p> <ul style="list-style-type: none"> • <p>I can identify the three branches of government.</p> <ul style="list-style-type: none"> • <p>I can explain the basic duties of each branch of government.</p> <ul style="list-style-type: none"> • <p>I can identify important national/ federal offices/leaders associated with each branch.</p> <ul style="list-style-type: none"> • <p>I can describe specific rights and responsibilities that individuals have as citizens of the United States.</p> <ul style="list-style-type: none"> • <p>I can explain why civic engagement is necessary to preserve a democratic society.</p>	<p>Branches of Government (Legislative, Judicial, Executive) Levels of Government (local, state, federal) Checks and balances Political Cartoon First and Second Continental Congress Ratification Constitutional Convention Senate House of Representatives Supreme Court</p>

Grade 5 Social Studies LAB Curriculum Map

Grade 5 UNIT 6/Week 14 – 17 (January 12, January 22, February 2, & February 11, 2014)				
Topic: GOVERNMENT <i>Forming a New America/Our Government Today</i>				
EQ: Why is the democratic government the founders established still important today?				
Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary	
<p>Government and Civics SS-05-1.2.1 Students will identify the three branches of the U.S. Government explain the basic duties of each branch (executive-enforce the laws, legislative -make the laws, judicial-interpret the laws) and identify important national/federal offices/leaders, (President, Vice-President, Congress, House, Senate, U.S. Senators, U.S. Representatives, U.S. Supreme Court, judges) associated with each branch.</p> <p>SS-05-1.3.2 Students will describe specific rights and responsibilities individuals have as citizens of the United States (e.g., voting in national elections) and explain why civic engagement is necessary to preserve a democratic society.</p>				

Grade 5 Social Studies LAB Curriculum Map

Grade 5 UNIT 7/Week 18 – 19 (February 23 & March 4, 2015)			
Topic: HISTORICAL PERSPECTIVE WESTWARD EXPANSION <i>Westward Ho!</i>			
EQ: How was land in the current United States acquired?			
What difficulties did individuals face when exploring the Western United States?			
What were the causes and effects of settlers moving west?			
Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary
<p>Government and Civics SS-05-1.1.2 Students will explain and give examples of how democratic governments function (by making, enacting and enforcing laws) to promote the “common good” (e.g., public smoking ban, speed limits, seat belt requirements).</p> <p>Cultures and Societies SS-05-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict) that occurred between diverse groups (e.g., Native Americans, European Explorers, English colonists, British Parliament) in the history of the United States.</p> <p>Economics SS-05-3.1.1 Students will describe scarcity and explain how scarcity required people in different periods in the U.S. (Colonization, Expansion, Twentieth Century to Present) to make economic choices (e.g., use of productive resources-natural, human, capital) and incur opportunity costs.</p>		<p>I can describe scarcity and explain how scarcity required people to make economic choices during the Expansion era of U.S. history (e.g. scarcity of land in the East).</p> <p>I can explain how profits motivated people in the Expansion era of U.S. history to take risks in producing goods and services(e.g. building of the Erie Canal, Gold Rush).</p> <p>I can describe interactions between diverse groups (e.g.Native Americans and American settlers, Native Americans and U.S. government)during the Expansion era of U.S. history.</p> <p>I can describe how the physical environment both promoted and restricted human activities during the Expansion era of U.S. history.</p> <p>I can describe how land was acquired during the Expansion era of the United States(Louisiana Purchase, Oregon Country).</p>	<p>Louisiana Purchase Pioneers People (Daniel Boone, Lewis and Clark, Eli Whitney, Robert Fulton, Francis Scott Key, Lowell, Cyrus McCormick) Railroads/Transcontinental Railroad Canals Gold Rush War of 1812 Immigration</p>

Grade 5 Social Studies LAB Curriculum Map

Grade 5 UNIT 7/Week 18 – 19 (February 23 & March 4, 2015)			
Topic: HISTORICAL PERSPECTIVE WESTWARD EXPANSION <i>Westward Ho!</i>			
EQ: How was land in the current United States acquired?			
What difficulties did individuals face when exploring the Western United States?			
What were the causes and effects of settlers moving west?			
Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary
<p>SS-05-3.2.1 Students will explain how profits motivated individuals/businesses in the U.S. (Expansion, Industrialization) to take risks in producing goods and services.</p> <p>SS-05-3.3.1 Students will give examples of markets in different periods of U.S. History (Colonization, Expansion, Industrialization, Twentieth Century to Present) and explain similarities and differences.</p> <p>Geography SS-05-4.1.1 Students will use geographic tools (e.g., maps, charts, graphs) to identify natural resources and other physical characteristics (e.g., major landforms, major bodies of water, weather, climate, roads, bridges) and analyze patterns of movement and settlement in the United States.</p> <p>SS-05-4.4.1 Students will explain and give examples of how people adapted to/modified the</p>		<p>I can explain why different groups of people traveled west (Lewis and Clark Expedition, Forty-Niners, Mormans, Oregon Pioneers, Native Americans, former enslaved persons).</p> <p>I can describe how advances in technology (e.g., transcontinental railroad, barbed wire, wagon train) allowed people to settle in the West more easily.</p>	

Grade 5 Social Studies LAB Curriculum Map

Grade 5 UNIT 7/Week 18 – 19 (February 23 & March 4, 2015)			
Topic: HISTORICAL PERSPECTIVE WESTWARD EXPANSION <i>Westward Ho!</i>			
EQ: How was land in the current United States acquired?			
What difficulties did individuals face when exploring the Western United States?			
What were the causes and effects of settlers moving west?			
Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary
<p>physical environment (e.g., natural resources, physical geography, natural disasters) to meet their needs during the history of the U.S. (Colonization, Expansion) and analyze the impact on their environment.</p> <p>SS-05-4.4.2 Students will describe how the physical environment (e.g., mountains as barriers or protection, rivers as barriers or transportation) both promoted and restricted human activities during the early settlement of the U.S. (Colonization, Expansion).</p> <p>Historical Perspective</p> <p>SS-05-5.1.1 Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, maps, timelines) to describe significant events in the history of the U.S. and interpret different perspectives.</p> <p>SS-055.2.4 Students will describe significant historical events in each of the broad historical periods and eras in U.S. history (Colonization and Settlement, Revolution and a New Nation, Expansion and Conflict, Industrialization</p>			

Grade 5 Social Studies LAB Curriculum Map

Grade 5 UNIT 7/Week 18 – 19 (February 23 & March 4, 2015)

Topic: HISTORICAL PERSPECTIVE WESTWARD EXPANSION *Westward Ho!*

EQ: How was land in the current United States acquired?

What difficulties did individuals face when exploring the Western United States?

What were the causes and effects of settlers moving west?

Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary
and Immigration, Twentieth Century to Present) and explain cause and effect relationships.			

Grade 5 Social Studies LAB Curriculum Map

Grade 5 UNIT 8/Week 20 (March 16, 2015) Health/Career Fair Week 21 (March 25, 2015)			
Topic: HISTORICAL PERSPECTIVE <i>Causes of a Nation Divided (Civil War)</i>			
EQ: How did regional differences lead to the Civil War?			
Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary
<p>Cultures and Societies SS-05-2.2.1 Students will describe social institutions (government, economy, education, religion, family) in the United States and explain their role in the growth and development of the nation.</p> <p>SS-05-2.3.2 Students will give examples of conflicts between individuals or groups and describe appropriate conflict resolution strategies (e.g., compromise, cooperation, communication).</p> <p>Economics SS SS-05-3.4.1 Students will describe production, distribution and consumption of goods and services in the history of the U.S. (Colonization, Industrialization, Twentieth Century to Present).</p> <p>SS-05-3.4.2 Students will describe how new knowledge, technology/tools and specialization increase/increased productivity in the U.S. (Colonization, Industrialization, Twentieth Century to Present).</p> <p>Geography SS-05-4.1.2 Students will use geographic tools to locate and describe major landforms, bodies of water, places and objects in the</p>		<p>I can describe economic differences between the North and South before the Civil War.</p> <ul style="list-style-type: none"> I can explain the role of regional differences (beliefs about slavery, economics, states' rights) in the growth and development of the United States in the mid 1800s. I can give examples of conflicts between the northern and southern regions of the United States before the Civil War. I can describe attempts to resolve conflict between the northern and southern regions before the Civil War (e.g., Compromise of 1850, the Missouri Compromise). I can describe the production, distribution, and consumption of goods and services in the North (e.g., railroads, textile mills, inventions). I can describe the production, distribution, and consumption of goods and services in the South (slave labor on plantations). 	<p>Differences in between the North and the South (geography, economic, cultural)</p> <p>Abolitionist Underground Railroad People (,Dred Scott, Frederick Douglas, Harriet Tubman, Clara Barton, John Wilkes Booth, Abraham Lincoln, Jefferson Davis, Union Generals, and Confederate Generals) share cropper Reconstruction Segregation Thirteenth, Fourteenth, Fifteenth Amendment Transcontinental Railroad Cattle Drive Causes and Effects of the War (Missouri</p>

Grade 5 Social Studies LAB Curriculum Map

Grade 5 UNIT 8/Week 20 (March 16, 2015) Health/Career Fair Week 21 (March 25, 2015)			
Topic: HISTORICAL PERSPECTIVE <i>Causes of a Nation Divided (Civil War)</i>			
EQ: How did regional differences lead to the Civil War?			
Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary
<p>United States by their absolute location.</p> <p>Historical Perspective SS-05-5.1.1 Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, maps, timelines) to describe significant events in the history of the U.S. and interpret different perspectives</p> <p>SS-05-5.2.4 Students will describe significant historical events in each of the broad historical periods and eras in U.S. history (Colonization and Settlement, Revolution and a New Nation, Expansion and Conflict, Industrialization and Immigration, Twentieth Century to Present) and explain cause and effect relationships</p>		<p>I can describe the effects of the invention of the cotton gin (e.g. social and economic).</p> <ul style="list-style-type: none"> I can use geographic tools to locate and describe routes along the Underground Railroad, using absolute and relative location. I can explain how the North and South were defined by their human (beliefs about slavery, jobs) and physical characteristics (farmland, access to rivers). I can use primary and secondary sources to interpret the different perspectives during the Civil War period (e.g., supporters of slavery vs. abolitionists, enslaved persons, supporters of individual state's rights). I can describe significant historical events during the pre-Civil War period (e.g., Bleeding Kansas, Dred Scott, Fugitive Slave Law, U.S. Court decisions). I can explain cause-and-effect 	<p>Compromise, Fugitive Slave Law of 1850, Kansas-Nebraska Act) Secede States' rights Homestead Act</p>

Grade 5 Social Studies LAB Curriculum Map

Grade 5 UNIT 8/Week 20 (March 16, 2015) Health/Career Fair Week 21 (March 25, 2015)			
Topic: HISTORICAL PERSPECTIVE <i>Causes of a Nation Divided (Civil War)</i>			
EQ: How did regional differences lead to the Civil War?			
Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary
		relationships of the events leading to the Civil War (e.g., John Brown's raid on Harper's Ferry, Lincoln elected President, secession of South Carolina).	

Grade 5 Social Studies LAB Curriculum Map

Grade 5 Week 22

Topic: Industrial Revolution

Content (What do your students need to KNOW?)	Demonstrators (What do your students need to be able to DO?)	Learning Target	Vocabulary
<p>Government and Civics SS-05-1.1.2 Students will explain and give examples of how democratic governments function (by making, enacting and enforcing laws) to promote the “common good” (e.g., public smoking ban, speed limits, seat belt requirements).</p> <p>Cultures and Societies SS-05-2.3.2 Students will give examples of conflicts between individuals or groups and describe appropriate conflict resolution strategies (e.g., compromise, cooperation, communication).</p> <p>Economics SS-05-3.2.1 Students will explain how profits motivated individuals/businesses in the U.S. (Expansion, Industrialization) to take risks in producing goods and services.</p> <p>SS-05-3.3.2 Students will explain how competition among buyers and sellers influences the price of goods and services in our state, nation and world.</p> <p>SS-05-3.3.1 Students will give examples of markets in different periods of U.S. History (Colonization, Expansion, Industrialization, Twentieth Century to Present) and explain similarities and</p>		<p>I can explain how profits motivated individuals/businesses during the Industrialization period to take risks in producing goods and services (e.g.,rise of steel and oil industries, child labor).</p> <ul style="list-style-type: none"> • <p>I can explain how competition among buyers and sellers influenced the price of goods and services during the Industrialization period (e.g.,growth of factories, cheap laborers).</p> <ul style="list-style-type: none"> • <p>I can explain how goods and services were exchanged during the Industrial period (e.g.,use of uniform currency, people could sell their goods in other parts of the country via the railroads, steamboats).</p> <ul style="list-style-type: none"> • <p>I can explain similarities and differences between Colonial and Industrial markets.</p> <ul style="list-style-type: none"> • <p>I can describe how inventions affected the production, distribution, and consumption of goods during the Industrial period (e.g., light bulb, telephone, radio, mills).</p> <ul style="list-style-type: none"> • <p>I can compare communication, technology, transportation, and education during theIndustrialization</p>	

Grade 5 Social Studies LAB Curriculum Map

Grade 5 Week 22

Topic: Industrial Revolution

Content (What do your students need to KNOW?)	Demonstrators (What do your students need to be able to DO?)	Learning Target	Vocabulary
<p>differences</p> <p>SS-05-3.4.1 Students will describe production, distribution and consumption of goods and services in the history of the U.S. (Colonization, Industrialization, Twentieth Century to Present).</p> <p>SS05-3.4.2 Students will describe how new knowledge, technology/tools and specialization increase/increased productivity in the U.S. (Colonization, Industrialization, Twentieth Century to Present).</p> <p>Historical Perspective SS-05-5.2.4 Students will describe significant historical events in each of the broad historical periods and eras in U.S. history (Colonization and Settlement, Revolution and a New Nation, Expansion and Conflict, Industrialization and Immigration, Twentieth Century to Present) and explain cause and effect relationships.</p>		<p>period to today.</p> <p>I can describe significant events during the Industrialization period and explain their cause-and-effect relationships (e.g., transfer of labor from farm to factories, increase in population in major cities, growth of immigrant labor force).</p> <p>I can give examples of conflict between industry leaders and workers and describe appropriate conflict-resolution strategies (e.g., unions, labor contracts, strikes and collective bargaining)</p> <p>I can explain and give examples of how the government attempted to promote the common good during the Industrialization period by making, enacting, and enforcing laws (e.g. child labor laws, FD A regulations, anti-trust laws).</p>	

Grade 5 Social Studies LAB Curriculum Map

Grade 5 Week 23 - 25			
Topic: Economics			
Content (What do your students need to KNOW?)	Demonstrators (What do your students need to be able to DO?)	Learning Target	Vocabulary
			Scarcity/limited resources Natural resources Human resources Capital resources Opportunity cost Economics Economy Barter/trade Market Consumer Producer Competition Supply Demand Price Goods Services Wants/needs Free enterprise

Grade 5 Social Studies LAB Curriculum Map

Grade 5 Week 2-3			
Topic: GEOGRAPHY			
Content (What do your students need to KNOW?)	Demonstrators (What do your students need to be able to DO?)	Learning Target	Vocabulary

Grade 5 Social Studies LAB Curriculum Map

Grade 5 Week 2-3
Topic: GEOGRAPHY

Grade 5 Social Studies LAB Curriculum Map

Content (What do your students need to KNOW?)	Demonstrators (What do your students need to be able to DO?)	Learning Target	Vocabulary