Course Title: 5th Grade Social Studies

Subject: Social Studies

Grade Level: 5th

Duration: 34-36 weeks

Prerequisite: none

Elective or Required: none

Department Mission Statement:
The mission of Social Studies in the Glen Ridge schools is to ignite students’ passion to become responsible, productive, and active citizens within a democratic society. The Social Studies curriculum will develop the students’ understanding of themselves and their environment, encompassing an awareness of the United States as part of a global society. The curriculum stresses an educational environment which teaches respect for cultural, political, gender, racial and ethnic diversity. Authentic learning opportunities will empower students with critical thinking, problem-solving, thoughtful decision-making, communication, and leadership skills. Students will study historical, geographical, social, political and economic issues that shape the world. The Social Studies program will provide students with the knowledge and understanding of the past which is essential for successfully navigating the present and future.

Course Description:
The fifth grade social studies program will engage students in a curriculum that creates authentic learning experiences to help them better understand the historical path we have followed as a nation. The content focuses upon United States Geography, Exploration, Colonization, America’s Expansion, and Citizenship. Literacy support strengthens student understanding on the social studies content. Critical thinking skills are developed and 21st century technology utilized as students strive to be active, informed, cooperative, respectful citizens of the United States.

Authors: Stacy Amanna and Amanda Goodwin

Date Submitted: Summer 2018
5th Grade Social Studies

Topic/Unit: Geography

Approximate # Of Weeks: 4 Weeks

Essential Questions:
How does location affect how people live?
How do we show location?
How do we describe location?

Upon completion of this unit students will be able to:
- Understand the nation’s five regions.
- Collect, analyze, and interpret information from maps.
- Use latitude and longitude to determine exact locations.
- Identify the states and their capitals within region.

Common Core Standards:
- 6.1.8.B.1.b: Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.

Interdisciplinary Standards (njcccs.org)
- 5. RI.3: Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific, or technical text based on specific information in the text.
- 5. RI.5: Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.
- 5. RL.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
- 5.W.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- 5.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 5.W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Standard 8.1 – Computer and Information Literacy: All students will use computer applications to gather and organize information and to solve problems.
- Standard 8.2 – Technology Education: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.
Activities – include 21st Century Technologies/Research:
- Create regional map of the United States.
- Create a Google Slideshow with accurate facts and details about one specific region it’s major geographic features, all states and capitals, images representing the region, and a current event in the region.

Enrichment Activities:
- Create 4-5 questions about given maps and have a partner answer them.
- Create a travel brochure for one of the geographic regions or features.
- Create a topographical map of the United States labeling physical features.
- Compare and contrast the geographic features and topography of two regions

Methods of Assessments/Evaluation:
- Thumbs Up/Thumbs Down
- Think/Pair/Share
- Exit Slips
- Whiteboards
- Unit Assessment
- Classwork
- Independent Work
- Observation (Teacher/Small/Whole Group)
- Open Ended Questions
- Verbal Assessment
- Projects/pamphlets/posters
- Google Slideshow

Resources/Including Online Resources
- Online Textbook Information: connected.mcgraw-hill.com
- Teacher Webpage
- Google Earth
- Online Videos (United Streaming/Brainpop)
- Chromebooks
5th Grade Social Studies

Native Peoples of North America

Approximate # Of Weeks: 11 Weeks

Essential Questions:
How does culture influence the way people live?
What makes a civilization?
How does location affect the way people live?

Upon completion of this unit students will be able to:
● Give examples of how Native American groups developed based on time and place in which they lived.
● Describe how geography affects the lives and cultures of Native American groups in North America.
● Compare and contrast gender roles within Native American groups in North America.

Common Core Standards:
● 6.1.8.A.1.a: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
● 6.1.8.B.1.a: Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western.
● 6.1.8.D.1.a: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

Interdisciplinary Standards (njcccs.org)
● 5. RI.5: Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.
● 5. RI.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
● 5. RL.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
● 5.W.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
● 5.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
● 5.W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
● Standard 8.1 – Computer and Information Literacy: All students will use computer applications to gather and organize information and to solve problems.
● Standard 8.2 – Technology Education: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

**Activities – include 21st Century Technologies/Research:**
● Use connected.mcgraw-hill.com for vocabulary flashcards, games, and graphic organizers.
● Compare and contrast the cultural aspects of the Maya and Aztec.
● Use maps to compare locations of the Maya and Aztec.
● Create textbook foldable comparing the Cahokia and Mound Builders.
● Create a totem pole to represent their family.
● Create and complete a chart explaining how the desert affected the lives of the NA of the Southwest.
● Write a letter from the perspective of a traveler from the Southwest to the Pacific Northwest comparing and contrasting the people and cultures encountered along the way.
● Draw a personal winter count including a description of each symbol.
● Complete a chart to compare and contrast the religious beliefs of people in the Great Plains and Pacific Northwest.
● Use a map to discuss life in the Eastern Woodlands.
● Create a Venn diagram to compare and contrast the Creek and Iroquois; write a paragraph to summarize findings.

**Enrichment Activities:**
● Using the pictures on page 42-43 as a guide students will create a dialogue to go along with the images. Characters should tell a story about the events in the images.
● Find images of kachina dolls on the Internet and research their meanings. Present their findings to the class via a poster or google slideshow.
● Research one type of Native American home discussed in the unit and research more about it. What types of materials were used? How long did it take to build? How many people lived in each home? What were the advantages and disadvantages of the way the home was built? Create a model of the home to present to the class.
● Create a museum exhibit based on a Native American tribe or region.
Methods of Assessments/Evaluation:
- Socrative
- Oral Presentation (Powerpoint, etc.)
- Poster/Display
- Multimedia Presentation
- Essay
- Diary Entries
- Project/Interview
- Journal of an Native American
- Creative Writing
- Thumbs Up/Thumbs Down
- Think/Pair/Share
- Exit Slips
- Whiteboards
- Classwork
- Independent Work
- Observation (Teacher/Small/Whole Group)
- Open Ended Questions
- Verbal Assessment

Resources/Including Online Resources
- Online Textbook Information: connected.mcgraw-hill.com
- Teacher Webpage
- Brainpop Videos and Quizzes
- Online videos from http://www.discoveryeducation.com/
- Khan Academy
- Chromebooks
5th Grade Social Studies

The Age of Exploration

Approximate # Of Weeks: 7 Weeks

Essential Questions:
Why do people take risks?
What happens when different cultures meet?

Upon completion of this unit students will be able to:
● Identify explorers who headed west across the Atlantic in an attempt to get to Asia and the results of their journey.
● Distinguish how the actions of the Europeans affect the land and people of both the Americas and Europe.
● Describe the technology and navigational tools of the 1400’s.
● Compare the findings of the Dutch, English and Spanish Explorers.

Common Core Standards:
● 6.1.8.B.1.b: Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.
● 6.1.8.C.1.a: Evaluate the impact of science, religion, and technology innovations on European exploration.
● 6.1.8.C.1.b: Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
● 6.1.8.D.1.c: Evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture from different perspectives.
● 6.1.8.B.2.b: Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.

Interdisciplinary Standards (njcccs.org)
● 5. RI.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
● 5. RI.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
● 5. RI.3: Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific, or technical text based on specific information in the text.
5. RI.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

5. RI.5: Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.

5. RL.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

5.W.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

5.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

5.W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Standard 8.1 – Computer and Information Literacy: All students will use computer applications to gather and organize information and to solve problems.

Standard 8.2 – Technology Education: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

Activities – include 21st Century Technologies/Research:

- Complete main idea and detail graphic organizer to summarize a passage on Vikings.
- Use connected.mcgraw-hill.com for vocabulary flashcards, games, and graphic organizers.
- Use historical maps to explain how geography of an area influenced people or events in the past.
- Compare different navigational tools and ship improvements during the Age of Exploration.
- Write a letter to your future self/family describing the impact of the Columbian Exchange.
- Use text features to summarize the Aztec and Inca Empires
- Analyze the different perspectives of men traveling with conquistadors
- Create a Venn Diagram to compare and contrast Dutch, French, and Spanish interactions with the NA.

Enrichment Activities:

- Create a graphic novel to tell the story of Pizarro and the Inca.
- Create trading cards for one group of European explorers. The deck should include facts, images, and a consistent design.
• Research challenges faced by each explorer and present findings to the class.

Methods of Assessments/Evaluation:
• Exit Slips (Oral/Written)
• Wall Wisher
• Thumbs Up/Thumbs Down
• Think/Pair/Share
• 3*2*1 (3 learned/2 unsure/1 want to know more about)
• Revisit Essential Question
• Dry Erase
• Journal Reflective
• Socrative
• Portfolio
• Chapter/Unit Tests
• Oral Presentation (Power Point, etc.)
• Poster/Display
• Mult-media Presentation
• Essay
• Diary Entries
• Project/Interview
• Visual Interpretation

Resources/Including Online Resources
• Online Textbook Information: connected.mcgraw-hill.com
• Teacher Webpage
• Google Earth
• Online Videos (United Streaming/Brainpop)
• Chromebooks
5th Grade Social Studies

Colonial America

Approximate # Of Weeks: 12 Weeks

Essential Questions:
Why do people move?
How do societies develop?
How do cultures change?

Upon completion of this unit students will be able to:
- Explain who created/built the original 13 colonies.
- Label and locate the early settlements of Roanoke, Jamestown, and Plymouth.
- Label the location of at least one Native American group that lived in each region studied.
- Compare reasons for colonization.
- Construct a day in the life of a colonist.
- Analyze how the location and climate of each colony affected life within it.

Common Core Standards:
- 6.1.8.A.2.a: Determine the roles of religious freedom and participatory government in various North American colonies.
- 6.1.8.A.2.b: Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
- 6.1.8.A.2.c: Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.
- 6.1.8.B.2.a: Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.
- 6.1.8.B.2.b: Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
- 6.1.8.C.2.a: Compare the practice of slavery and indentured servitude in Colonial labor systems.
- 6.1.8.C.2.b: Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
- 6.1.8.C.2.c: Analyze the impact of triangular trade on multiple nations and groups.
- 6.1.8.D.2.a: Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.
6.1.8.D.2.b: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.

**Interdisciplinary Standards (njcccs.org)**

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- 5. RI.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- 5. RL.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
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**Activities – include 21st Century Technologies/Research:**

- Construct a map labeling the 13 colonies.
- Use connected.mcgraw-hill.com for vocabulary flashcards, games, and graphic organizers.
- Create, describe and analyze a timeline of events that took place in the early years of English colonization of North America.
- Compare and Contrast the Pequot and King Philip’s War.
- Describe the English takeover of New Netherland.
- Compare and contrast the motivations for founding the New England, Middle and Southern colonies.
- Create a foldable highlighting political, economic and social aspects of daily colonial life as they apply to each of the regions.
- Create an example of a market economy.
- Summarize trade interactions between NA and settlers.
Write a short story that tells how a market economy works and give examples from one colonial region.
Sequence the order of the beginning of slavery in the colonies.
Create a foldable to show understanding of the geography and economics of the Triangular Trade.
Analyze first person accounts of slavery and indentured servants.
Compare and Contrast the role and impact of slavery in the New England, Middle, and Southern Colonies.

Enrichment Activities:
Compose a narrative from the point of view of a colonist as New Netherland’s transitioned from being a Dutch to an English settlement.
List reasons why forming colonial governments was important and imagine how life would be different without the governments.
Find real life images of people producing, buying or selling goods. Have students label the parts of the market economy shown in their image and write captions that explain a market economy.
Research slavery within the colonies by choosing a specific region, colony, trade or historical figure.
Create a sales pitch and pamphlet to persuade somebody to move to a certain colonial region.

Methods of Assessments/Evaluation:
Exit Slips (Oral/Written)
Wallwisher
Thumbs Up/Thumbs Down
Think/Pair/Share
3*2*1 (3 learned/2 unsure/1 want to know more about)
Revisit Essential Question
Dry Erase
Journal Reflective
Socrative
Portfolio
Chapter/Unit Tests
Oral Presentation (PowerPoint, etc.)
Poster/Display
Multimedia Presentation
Essay
Diary Entries
Project/Interview
Visual Interpretation

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