

# Brandon Valley School District

## Social Studies

### Scope and Sequence

#### Grade: 5

##### Quarter 1

Timeline (month/days)	Standard(s)
<b>1 week</b> Regions	<b>5.G.1.2</b> Investigate maps of different types and scales
<b>4 weeks</b> Native Am.	<b>5.H.2.1</b> Differentiate the cultures of various American Indian tribes <b>5.G.2.2</b> Explain how human settlements and movements relate to the locations and use of various natural resources <b>5.G.2.3</b> Analyze the effects of environmental and technological changes on human settlements and migration <b>5.G.6.1</b> Explain how natural events and human activities in one place affect people living in other places <b>5.E.5.1</b> Describe the role of trading in early U.S. History <b>5.C.5.3</b> Illustrate historical and contemporary means of changing society
<b>2 weeks</b> Exploration	<b>5.H.1.3</b> Describe the impact other countries had on North America through exploration and conflict <b>5.H.4.2</b> Identify key European explorers and the causes and effects of their voyages
<b>1+ weeks</b> Early Settlements	<b>5.G.1.1</b> Apply latitude and longitude to find absolute locations on a globe and map <b>5.H.1.2</b> Identify key conflicts with other countries of the world and the effect they had on the U.S. physically, economically, and socially

##### Quarter 2

Timeline (month/days)	Standard(s)
<b>4 weeks</b> 13 Colonies	<b>5.H.1.2</b> Identify key conflicts with other countries of the world and the effect they had on the U.S. physically, economically, and socially <b>5.H.5.1</b> Summarize how different types of historical sources are used to explain events in the past <b>5.H.5.2</b> Evaluate a historical source to justify the validity of that source <b>5.H.2.4</b> Evaluate the influence, impact, and interactions of various cultures, philosophies, and religions on the development of the U.S. <b>5.H.4.1</b> Identify the causes and effects of the development of Colonial America <b>5.H.3.1</b> Explain why individuals and groups during the same historical period can differ in their perspectives <b>5.H.1.2</b> Identify key conflicts with other countries of the world and the effect they had on the U.S. physically, economically, and socially <b>5.H.2.4</b> Evaluate the influence, impact, and interactions of various cultures, philosophies, and religions on the development of the U.S. <b>5.E.1.1</b> Explain how supply and demand influences sellers in markets <b>5.E.1.2</b> Explain the role of money as a means of trade between individuals and/or groups

	<p><b>5.C.4.1</b> Describe ways in which people benefit from and are challenged by working together in government, workplaces, volunteer organizations, and families</p> <p><b>5.G.2.1</b> Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas</p> <p><b>5.G.6.1</b> Explain how natural events and human activities in one place affect people living in other places</p> <p><b>5.C.5.3</b> Illustrate historical and contemporary means of changing society</p> <p><b>5.G.5.1</b> Describe how the spatial patterns of cultural activities in a place change over time because of interactions with nearby and distant places</p>
<b>3 weeks</b> Declaration of Independence	<p><b>5.H.5.2</b> Evaluate a historical source to justify the validity of that source</p> <p><b>5.H.2.2</b> Identify and describe the roles of influential people during the American Revolution</p> <p><b>5.H.4.3</b> Explain probable causes and effects of events in the American Revolution</p> <p><b>5.H.4.3</b> Explain probable causes and effects of events in the American Revolution</p> <p><b>5.H.2.2</b> Identify and describe the roles of influential people during the American Revolution</p> <p><b>5.H.4.4</b> Identify key events during the American Revolution considering how they affected people, government, and the economy</p> <p><b>5.H.1.1</b> Create and use a chronological sequence of related events to compare developments that happened during the same time frame</p> <p><b>5.C.5.3</b> Illustrate historical and contemporary means of changing society (Road to the American Revolution)</p>

### Quarter 3

Timeline (month/days)	Standard(s)
<b>4 weeks</b> American Revolution, Women of Revolution, & 3 Founding Fathers (Washington, Franklin, Jefferson)	<p><b>5.H.4.3</b> Explain probable causes and effects of events in the American Revolution</p> <p><b>5.H.2.2</b> Identify and describe the roles of influential people during the American Revolution</p> <p><b>5.H.4.4</b> Identify key events during the American Revolution considering how they affected people, government, and the economy</p> <p><b>5.H.1.1</b> Create and use a chronological sequence of related events to compare developments that happened during the same time frame</p> <p><b>5.C.5.3</b> Illustrate historical and contemporary means of changing society</p> <p><b>5.H.5.1</b> Summarize how different types of historical sources are used to explain events in the past</p> <p><b>5.H.5.2</b> Evaluate a historical source to justify the validity of that source</p>
<b>2 weeks</b> Constitution & American Government	<p><b>5.C.1.1</b> Explain why the U. S. was established as a republic over other forms of governments</p> <p><b>5.C.1.2</b> Explain how rules and laws change society and how people change rules and laws</p> <p><b>5.C.1.3</b> Develop a logical argument explaining why governments are necessary</p> <p><b>5.C.2.1</b> Examine the origins and purposes of rules, laws, and key U.S. Constitutional powers</p> <p><b>5.C.5.2</b> Describe how volunteerism has benefited the U.S.</p> <p><b>5.C.3.2</b> Compare and contrast procedures for making decisions in a variety of settings, including classroom, school, government, and/or society</p> <p><b>5.C.2.2</b> Using research, show where the ideas come from that informed the Constitution</p> <p><b>5.C.3.1</b> Using multiple sources, distinguish between the responsibilities and powers of government officials at various levels and branches of government</p>

	<b>5.C.5.1</b> Explain how democracy relies upon citizens' responsible participation, and draw implications for how individuals should participate
3 weeks	<b>5.H.2.3</b> Identify the key changes leading to and resulting from growth and invention in the U.S. between the Revolution and 1865 <b>5.G.6.1</b> Explain how natural events and human activities in one place affect people living in other places <b>5.H.5.1</b> Summarize how different types of historical sources are used to explain events in the past <b>5.H.1.1</b> Create and use a chronological sequence of related events to compare developments that happened during the same time frame <b>5.E.1.2</b> Explain the role of money as a means of trade between individuals and/or groups

### Quarter 4

Timeline (month/days)	Standard(s)
1 week	<b>5.H.2.3</b> Identify the key changes leading to and resulting from growth and invention in the U.S. between the Revolution and 1865 <b>5.G.6.1</b> Explain how natural events and human activities in one place affect people living in other places <b>5.E.1.2</b> Explain the role of money as a means of trade between individuals and/or groups
2 days	<b>5.H.2.3</b> Identify the key changes leading to and resulting from growth and invention in the U.S. between the Revolution and 1865
6 weeks	<b>5.H.4.5</b> Compare and contrast social, economic, and philosophical differences between the north and the south prior to the Civil War <b>5.G.2.1</b> Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas
1 week	<b>5.E.2.1</b> Explain the meaning of inflation, deflation, and unemployment <b>5.E.3.1</b> Describe examples of various institutions that make up economic systems
1 week	<b>5.H.2.4</b> Evaluate the influence, impact, and interactions of various cultures, philosophies, and religions on the development of the U.S.

\*Pink-priority, Yellow-supporting, Green-supplementary.

\*60 minute class periods

**Notes Q1** (common curriculum materials - vendor/pg numbers, common assessments, common intervention/enrichment activities, other)

- **Regions Magazine (1 week)**
  - United States Road trip activity
- **Plains Indians magazine (1 week)**
  - Information Organizer
  - Old Courthouse museum - Buffalo pack
  - A Boy Called Slow
- **Eastern Woodlands magazine (1 week)**
  - Information Organizer
  - Common Summative Assessment - Compare and Contrast Iroquois and Algonquians
- **Northwest Coast magazine (1 week)**
  - Information Organizer

- Totem pole project
- **Southwest magazine (1 week)**
  - Information Organizer
  - Navajo Quilt project with the Legend of Spider Woman
- **Exploring the Americas (2 weeks )**
  - Marco Polo CSI activity
  - Explorer simulation
  - Common Summative Assessment - Explorer Buddy project
- **Early Settlements magazine (1 week)**
  - Roanoke
    - CSI Roanoke
  - Jamestown
    - Would you Survive Jamestown
    - On the Trail of Captain John Smith
  - Pochahontas
    - Leveled Readers
    - Webquest
  - Plymouth

## Notes Q2

- **13 Colonies magazine (4 weeks)**
  - *Novel- Sign of the Beaver*
  - New England
    - Map Skills
    - Puritan Booklet
  - Middle Colonies
    - Jobs of Colonists
    - Map Skills
  - Southern Colonies
    - Plantation Life Booklet
    - Map Skills
- Build a Colony
- **THANKSGIVING:**
  - MAYFLOWER SCHOLASTIC ADVENTURE
  - MAYFLOWER ESCAPE ROOM
- **Declaration of Independence magazine (3 weeks)**
  - Ben Franklin Poster
  - Road to Revolution
  - Declaration of Independence
  - Thomas Jefferson's Monticello Tour
  - Causes of Am. Rev. Escape Room
  - Create a Timeline
- **Fill one week: (Winter Break)**
- **AFTER WINTER BREAK**

- **American Revolution (4 weeks for Am. Rev. Battles, Women, Spies, Founding Fathers)**
  - *Novel: I Survived the American Revolution*
  - Scholastic overview of I Survived by Author Tarshis
  - Patriot and Loyalist simulation
  - Battles of American Revolution
  - George Washington Crossing the Delaware
  - Spies of the American Revolution

### Notes Q3

- **Revolutionary Women magazine**
  - Academy Awards for Women
  - Liberty Kids
- **Founding Father project (Farmen's project) - choose a magazine**
  - *George Washington magazine*
  - *Thomas Jefferson magazine*
  - *Benjamin Franklin magazine*
- **Government**
  - *The Constitution magazine*
  - *American Government magazine*
- New Nation magazine - land and water routes
- Lewis and Clark magazine
- Lewis and Clark project
- War of 1812 (New Nation Magazine)
- **Common Assessment(s)**

### Notes Q4

- Westward Expansion/Pioneer magazines - Gold Rush, Oregon Trail, Pioneer wagon (Use lessons activities created from Distance Learning)
- Industrial Revolution magazine - Industrial Revolution powerpoint and activities
- Underground Railroad magazine
- Novel - "Trouble Don't Last"
- Civil War magazine
- *Novel - The Mostly True Adventures of Homer P. Figg*
- Economics Unit - **to be determined...**
- Final Assessment -- End of Year project - Mount Rushmore project
  - This project will also include ELA standards. **(identify ELA standards)**

### **Sacred Novel List (Novels used for specific units - read by all students)**

- **The Sign of the Beaver**
- **I Survived the American Revolution**
- **The Mostly True Adventures of Homer P. Figg**