

5th Grade Social Studies
Curriculum Mapping
2019-2020
Ashley Olsen

PreTeach Our Land and Regions Our Market Economy Participate in our Government		Time: 3 weeks (Aug. –Mid Sept.)
Standards Taught		
<p>K-12.G.1 Students will apply geospatial resources, including data sources and geographic tools to generate, interpret, and analyze information.</p> <ul style="list-style-type: none"> 5.G.1.1 Apply latitude and longitude to find absolute locations on a globe and map 5.G.1.2 Investigate maps of different types and scales <p>K-12.G.2 Students will understand the nature and importance of the Five Themes of Geography: location, place, human-environment interaction, movement, and region.</p> <ul style="list-style-type: none"> 5.G.2.1 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas 5.G.2.2 Explain how human settlements and movements relate to the locations and use of various natural resources 5.G.2.3 Analyze the effects of environmental and technological changes on human settlements and migration <p>K-12.G.5 Students will recognize and explain the role population and culture play in creating diversity within the world's places and regions.</p> <ul style="list-style-type: none"> 5.G.5.1 Describe how the spatial patterns of cultural activities in a place change over time because of interactions with nearby and distant places <p>K-12.G.6 Students will understand the ways in which humans culturally adapt to, use, and modify the natural environment and its various elements.</p> <ul style="list-style-type: none"> 5.G.6.1 Explain how natural events and human activities in one place affect people living in other places <p>Grade 5 Economics</p> <p>K-12.E.1 Students will apply the fundamental economic ideas and concepts associated with the study of economics.</p> <ul style="list-style-type: none"> 5.E.1.1 Explain how supply and demand influences sellers in markets 5.E.1.2 Explain the role of money as a means of trade between individuals and/or groups <p>K-12.E.2 Students will demonstrate how the forces of supply and demand impact economic decision making.</p> <ul style="list-style-type: none"> 5.E.2.1 Explain the meaning of inflation, deflation, and unemployment <p>K-12.E.3 Students will analyze the ways government can impact the market.</p> <ul style="list-style-type: none"> 5.E.3.1 Describe examples of various institutions that make up economic systems <p>K-12.E.5 Students will describe how trade generates economic development and interdependence.</p> <ul style="list-style-type: none"> 5.E.5.1 Describe the role of trading in early U.S. History 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra individual practice, and shortened tests. In some cases, leveled reading material is provided, tiered projects, and</i>	<i>The classroom is set up in a semi-flexible seating arrangement. There is frequent movement to encourage stimulation and involvement. Expectations and</i>	<i>To understand and reinforce concepts, students will</i> <ul style="list-style-type: none"> Annotate within the text Highlight material pertinent to the final assessment Participate in classroom discussions

<p><i>hands-on experiences are provided.</i></p> <p><i>Some students receive guided notes, tests read aloud, and study cards to prepare for assessments.</i></p>	<p><i>procedures are clearly stated and easy to understand.</i></p>	<ul style="list-style-type: none"> • <i>Create study cards</i> • <i>Complete guided study guides</i> • <i>Work in pairs to identify specific location using latitude and longitude</i> • <i>Investigate different maps, including our local township maps to identify key features and differences from other published maps.</i> • <i>Role play supply and demand situations</i> • <i>Role play basics concepts of banking</i> • <i>Investigate jobs people hold</i> • <i>Develop a “new” item and develop a plan to effectively market that item to “sell” to classmates to model the basics of “free market economy”</i> • <i>Participate in a mock election, following basic election processes and requirements</i> • <i>Identify and describe the important functions of government</i>
Prior Knowledge Needed	Vocabulary	Assessments
<p><i>Students should have a general understanding of cause and effect relationships. Students should also know how to locate places on a geographical map. Students should know that Native Americans were living off the land before settlers became established here.</i></p>	<p><i>Latitude</i></p> <p><i>Longitude</i></p> <p><i>Compass</i></p> <p><i>Scale</i></p> <p><i>5 themes: location, place, human/environment interaction, movement, region</i></p> <p><i>Representative democracy</i></p> <p><i>Republic</i></p> <p><i>Constitution</i></p> <p><i>Amendment</i></p> <p><i>Articles</i></p> <p><i>Political party</i></p>	<ul style="list-style-type: none"> • <i>Checklist assessment from discussion</i> • <i>Written exam</i> • <i>Presentation of marketing pitch</i> • <i>Evaluation of role play situations</i> • <i>Report on job investigation</i> • <i>Election process cards</i>
<p>Reflection:</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>What are the 5 themes of geography?</i> • <i>What do lines of latitude measure?</i> • <i>What do lines of longitude measure?</i> • <i>What are examples of human/environmental interactions in our community</i> 	

	<ul style="list-style-type: none"> • <i>What is supply and demand?</i> • <i>What is a free market economy?</i> • <i>How does government influence the economy?</i> • <i>What are the functions of government?</i> • <i>How does the constitution protect our rights?</i>
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Chapter 1		Time: 2 weeks (Mid-End September)
<p style="text-align: center;">Standards Taught</p> <ul style="list-style-type: none"> • 5.H.2.1 Differentiate the cultures of various American Indian tribes • 5.H.2.4 Evaluate the influence, impact, and interactions of various cultures, philosophies, and religions on the development of the U.S. • 5.G.2.1 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas • 5.G.2.2 Explain how human settlements and movements relate to the locations and use of various natural resources • 5.G.2.3 Analyze the effects of environmental and technological changes on human settlements and migration 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<p><i>Students who needed the extra help received guided notes, extra individual practice, and shortened tests. In some cases, leveled reading material is provided, tiered projects, and hands-on experiences are provided.</i></p> <p><i>Some students receive guided notes, tests read aloud, and study cards to prepare for assessments.</i></p>	<p><i>The classroom is set up in a semi-flexible seating arrangement. There is frequent movement to encourage stimulation and involvement. Expectations and procedures are clearly stated and easy to understand.</i></p>	<p><i>To understand and reinforce concepts, students will</i></p> <ul style="list-style-type: none"> • <i>Annotate within the text</i> • <i>Highlight material pertinent to the final assessment</i> • <i>Participate in classroom discussions</i> • <i>Create study cards</i> • <i>Complete guided study guides</i> • <i>Recreate/demonstrate a piece of Native American culture (i.e. food, clothing, artwork, etc.)</i> • <i>Role play, in small groups, aspects of daily life for Native Americans</i> • <i>Read and respond to “The Ancient Maya” by Jackie Maloy – “The Aztec Empire” by Sunita Apte “The Pueblo” by Peter Benoit & Kevin Cunningham</i> • <i>www.myWorldSocialStudies.com My Story Video and activity</i> • <i>www.unitedstreaming.com</i> • <i>Watch the video on www.brainpop.com--- American Indians Aztec Civilization Maya</i>
Prior Knowledge Needed	Vocabulary	Assessments

<p><i>Students should have a general understanding of cause and effect relationships. Students should also know how to locate places on a geographical map. Students should know that Native Americans were living off the land before settlers became established here.</i></p>	<p><i>Culture Irrigation Hunter-gatherer Migrate Agriculture Civilization Adapt Bison Economy Nomad Government Council League ancestor</i></p>	<ul style="list-style-type: none"> • <i>Vocabulary match</i> • <i>Culture project</i> • <i>Discussion checklist</i> • <i>Summative Assessment: Chapter 1: Test A or B, or Chapter Test Online</i> • <i>Formative Assessment Lesson 1,-3 Quizzes</i> • <i>Skills and Strategy: Compare and Contrast Vocabulary (For each lesson)</i> • <i>Graphic Organizers</i> • <i>Timelines</i> • <i>Map skills Work text Page 28 #10</i> • <i>(Big Question wrap-up)</i> • <i>Performance Assessment</i>
<p>Reflection:</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>How does the environment shape how we live?</i> • <i>How did ancient Americans migrate and settle in North America?</i> • <i>What civilizations flourished throughout the Americas?</i> • <i>What Native American societies from different geographies were present?</i> • <i>How did Native American groups use local resources to survive?</i> • <i>How did Native Americans modify their environment to survive?</i> • <i>How did Native Americans choose leaders and govern themselves?</i> 	

Chapter 2 Age of Exploration		Time: October (3 weeks)
<p>Standards Taught</p> <ul style="list-style-type: none"> • 5.H.2.1 Differentiate the cultures of various American Indian tribes • 5.H.2.4 Evaluate the influence, impact, and interactions of various cultures, philosophies, and religions on the development of the U.S. • 5.G.2.1 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas • 5.G.2.2 Explain how human settlements and movements relate to the locations and use of various natural resources • 5.G.2.3 Analyze the effects of environmental and technological changes on human settlements and migration 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<p><i>Students who needed the extra help received guided notes, extra individual practice, and shortened tests. In some cases, leveled reading material is provided, tiered projects, and</i></p>	<p><i>The classroom is set up in a semi-flexible seating arrangement. There is frequent movement to encourage stimulation and involvement.</i></p>	<p><i>To understand and reinforce concepts, students will</i></p> <ul style="list-style-type: none"> • <i>Annotate within the text</i> • <i>Highlight material pertinent to the final assessment</i>

<i>hands-on experiences are provided. Some students receive guided notes, tests read aloud, and study cards to prepare for assessments.</i>	<i>Expectations and procedures are clearly stated and easy to understand.</i>	<ul style="list-style-type: none"> • <i>Participate in classroom discussions</i> • <i>Create study cards</i> • <i>Complete guided study guides</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>Students should have a general understanding of cause and effect relationships. Students should also know how to locate places on a geographical map. Students should know that Native Americans were living off the land before settlers became established here.</i>	<i>Merchant Navigation Astrolabe Technology Caravel Trading post Slave trade Patron Empire Conquistador Colony Circumnavigate Expedition Columbian Exchange Epidemic Devastation</i>	<ul style="list-style-type: none"> • <i>Chapter 2: Test A or B, or Chapter Test Online</i> • <i>Formative Assessment</i> • <i>Lesson 1,-3 Quizzes</i> • <i>Skills and Strategy: Draw Conclusions</i> • <i>Vocabulary (For each lesson)</i> • <i>Graphic Organizers</i> • <i>Outlining</i> • <i>www.brainpop.com Christopher Columbus Columbian Exchange</i> • <i>Conquistadores www.history.com</i> • <i>Timelines</i> • <i>Map skills Work text Page 60 #10 (Big Question wrap-up)</i> • <i>Performance Assessment Choice A: myStory Book: Writing Activity (TE p.43)</i>
Reflection:	Essential Questions: <ul style="list-style-type: none"> • <i>Why do people explore?</i> 	

Chapter 3 Settlements Take Root		Time: End October-Mid November (4 weeks)
Standards Taught <ul style="list-style-type: none"> • 5.H.1.3 Describe the impact other countries had on North America through exploration and conflict • 5.H.2.4 Evaluate the influence, impact, and interactions of various cultures, philosophies, and religions on the development of the U.S. • 5.H.3.1 Explain why individuals and groups during the same historical period can differ in their perspectives • 5.H.4.1 Identify the causes and effects of the development of Colonial America • 5.H.4.2 Identify key European explorers and the causes and effects of their voyages • 5.G.6.1 Explain how natural events and human activities in one place affect people living in other places • 5.E.5.1 Describe the role of trading in early U.S. History 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra individual practice, and shortened tests. In some cases, leveled reading material is provided, tiered projects, and</i>	<i>The classroom is set up in a semi-flexible seating arrangement. There is frequent movement to encourage stimulation and involvement. Expectations and</i>	<i>To understand and reinforce concepts, students will</i> <ul style="list-style-type: none"> • <i>Annotate within the text</i> • <i>Highlight material pertinent to the final assessment</i> • <i>Participate in classroom discussions</i>

<i>hands-on experiences are provided. Some students receive guided notes, tests read aloud, and study cards to prepare for assessments.</i>	<i>procedures are clearly stated and easy to understand.</i>	<ul style="list-style-type: none"> • <i>Create study cards</i> • <i>Complete guided study guides</i> • www.myWorldSocialStudies.com My Story Video and activity • Take a virtual field trip to Plymouth Plantation www.plimoth.org/learn/just-kids/thanksgiving-virtualfield-trip Virtual Adventure www.historyglobe.com/jamestown/ • Read and respond to “Roanoke the Lost Colony” by Jane Yolen • Create a poster, in groups, highlighting the differences in the class structure
Prior Knowledge Needed	Vocabulary	Assessments
<i>Students should have a general understanding of cause and effect relationships. Students should also know how to locate places on a geographical map. Students should know that Native Americans were living off the land before settlers became established here.</i>	<i>Monarch Encomienda Class structure Missionary Drought Investor Cash crop House of Burgesses Representative Pilgrim Mayflower Compact Indentured servant Puritan</i>	<ul style="list-style-type: none"> • Summative Assessment: Chapter 3: Test A or B, or Chapter Test Online • Formative Assessment Lesson 1,-4 Quizzes • Skills and Strategy: Categorize (For each lesson) • Graphic Organizers • Timelines • (Big Question wrap-up) • Performance Assessment
Reflection:	Essential Questions: <ul style="list-style-type: none"> • <i>Why do people leave their homelands?</i> 	

Chapter 4 Life in the Colonies	Time: Late November-Christmas break
<p style="text-align: center;">Standards Taught</p> <ul style="list-style-type: none"> • 5.H.1.3 Describe the impact other countries had on North America through exploration and conflict • 5.H.2.4 Evaluate the influence, impact, and interactions of various cultures, philosophies, and religions on the development of the U.S. • 5.H.3.1 Explain why individuals and groups during the same historical period can differ in their perspectives • 5.H.4.1 Identify the causes and effects of the development of Colonial America • 5.H.4.2 Identify key European explorers and the causes and effects of their voyages • 5.G.2.1 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas • 5.G.6.1 Explain how natural events and human activities in one place affect people living in other places • 5.E.5.1 Describe the role of trading in early U.S. History 	

Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<p><i>Students who needed the extra help received guided notes, extra individual practice, and shortened tests. In some cases, leveled reading material is provided, tiered projects, and hands-on experiences are provided.</i></p> <p><i>Some students receive guided notes, tests read aloud, and study cards to prepare for assessments.</i></p>	<p><i>The classroom is set up in a semi-flexible seating arrangement. There is frequent movement to encourage stimulation and involvement. Expectations and procedures are clearly stated and easy to understand.</i></p>	<p><i>To understand and reinforce concepts, students will</i></p> <ul style="list-style-type: none"> • <i>Annotate within the text</i> • <i>Highlight material pertinent to the final assessment</i> • <i>Participate in classroom discussions</i> • <i>Create study cards</i> • <i>Complete guided study guides</i> • <i>Role Play about daily life in the colonies</i> • <i>Research and report on a trade an artisan would have had.</i> • <i>www.myWorldSocialStudies.com My Story Video and activity</i> • <i>Take a virtual field trip to Plymouth Plantation www.plimoth.org/learn/just-kids/thanksgiving-virtualfield-trip Virtual Adventure www.historyglobe.com/jamestown/</i> • <i>Read and respond to “Roanoke the Lost Colony” by Jane Yolen</i> • <i>Create a poster, in groups, highlighting the differences in the class structure</i>
Prior Knowledge Needed	Vocabulary	Assessments
<p><i>Students should have a general understanding of cause and effect relationships. Students should also know how to locate places on a geographical map. Students should know that Native Americans were living off the land before settlers became established here.</i></p>	<p><i>Climate</i></p> <p><i>Region</i></p> <p><i>Dissent</i></p> <p><i>Proprietor</i></p> <p><i>Diverse</i></p> <p><i>Barter</i></p> <p><i>Export</i></p> <p><i>Import</i></p> <p><i>Raw materials</i></p> <p><i>Mercantilism</i></p> <p><i>Triangular trade</i></p> <p><i>Artisan</i></p> <p><i>Class</i></p> <p><i>Slavery</i></p> <p><i>Middle Passage</i></p> <p><i>Uprising</i></p> <p><i>King Philip’s War</i></p> <p><i>Ally</i></p> <p><i>Treaty</i></p>	<ul style="list-style-type: none"> • <i>Summative Assessment: Chapter 4: Test A or B, or Chapter Test Online</i> • <i>Formative Assessment Lesson 1,-4 Quizzes</i> • <i>Skills and Strategy: Main Idea and Details (For each lesson)</i> • <i>Graphic Organizers</i> • <i>Timelines</i> • <i>(Big Question wrap-up)</i> • <i>www.brainpop.com Thirteen Colonies French and Indian War</i>

	<i>Pontiac's Rebellion Proclamation of 1763</i>	
Reflection:	Essential Questions: <ul style="list-style-type: none"> <i>What does it take to build a new society?</i> 	

Chapter 5 The American Revolution		Time: January-First week of February (5 weeks)
<p style="text-align: center;">Standards Taught</p> <ul style="list-style-type: none"> 5.H.2.2 Identify and describe the roles of influential people during the American Revolution 5.H.2.3 Identify the key changes leading to and resulting from growth and invention in the U.S. between the Revolution and 1865 5.H.2.4 Evaluate the influence, impact, and interactions of various cultures, philosophies, and religions on the development of the U.S. 5.H.3.1 Explain why individuals and groups during the same historical period can differ in their perspectives 5.H.4.3 Explain probable causes and effects of events in the American Revolution 5.H.4.4 Identify key events during the American Revolution considering how they affected people, government, and the economy 5.H.5.1 Summarize how different types of historical sources are used to explain events in the past 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra individual practice, and shortened tests. In some cases, leveled reading material is provided, tiered projects, and hands-on experiences are provided. Some students receive guided notes, tests read aloud, and study cards to prepare for assessments.</i>	<i>The classroom is set up in a semi-flexible seating arrangement. There is frequent movement to encourage stimulation and involvement. Expectations and procedures are clearly stated and easy to understand.</i>	<i>To understand and reinforce concepts, students will</i> <ul style="list-style-type: none"> <i>Annotate within the text</i> <i>Highlight material pertinent to the final assessment</i> <i>Participate in classroom discussions</i> <i>Create study cards</i> <i>Complete guided study guides</i> <i>American Revolution on Trial Project</i> <i>Viewing "Liberty Kids" series and responding/role playing/reenacting scenes</i> <i>Selected readings from the following texts:</i> <ul style="list-style-type: none"> <i>If You Were There When They Signed the Constitution by Elizabeth Levy</i> <i>Shh! We're Writing the Constitution by Jean Fritz</i> <i>The Declaration of Independence by Michael Burgan</i> <i>Will you Sign Here, John Hancock by Jean Fritz</i>

		<ul style="list-style-type: none"> • Can't You Make Them Behave, King George? By Jean Fritz • Paying Taxes by Sarah De Capua • The Democratic Process by Mark Friedman • View the following videos on www.brainpop.com <ul style="list-style-type: none"> American Revolution Causes of the American Revolution George Washington Benjamin Franklin • <i>Conduct and present research about an individual with notable contribution to the American Revolution (tiered project with multiple options to present findings) in a wax museum format</i>
Prior Knowledge Needed	Vocabulary	Assessments
<p><i>Students should have a general understanding of cause and effect relationships. Students should know the direct relationship between the debt from the French and Indian War and the cause of the American Revolution. Students should also understand growing bitter relationship between American Colonists and British Parliament.</i></p>	<p><i>Debt Congress Repeal Effigy Tariff Massacre Quarter Martial law Patriot Loyalist Neutral Militia Continental Army Petition Independence Treason Mercenary Retreat Morale Enlist Alliance Strategy Peninsula Negotiate Treaty of Paris</i></p>	<ul style="list-style-type: none"> • Summative Assessment: Chapter 5: Test A or B, or Chapter Test Online • Formative Assessment <ul style="list-style-type: none"> Lesson 1,-5 Quizzes • <i>Culminating Revolutionary War project</i> • <i>Liberty Kids video response sheets</i> • <i>Wax Museum research project</i>
Reflection:	Essential Questions: <ul style="list-style-type: none"> • <i>What is worth fighting for?</i> 	

Chapter 6: A New Nation		Time: February
Standards Taught		
<ul style="list-style-type: none"> • 5.C.1.2 Explain how rules and laws change society and how people change rules and laws • 5.C.1.3 Develop a logical argument explaining why governments are necessary • 5.H.2.3 Identify the key changes leading to and resulting from growth and invention in the U.S. between the Revolution and 1865 • 5.H.2.4 Evaluate the influence, impact, and interactions of various cultures, philosophies, and religions on the development of the U.S. • 5.H.3.1 Explain why individuals and groups during the same historical period can differ in their perspectives • 5.H.5.1 Summarize how different types of historical sources are used to explain events in the past • 5.C.2.1 Examine the origins and purposes of rules, laws, and key U.S. Constitutional powers • 5.C.2.2 Using research, show where the ideas come from that informed the Constitution • 5.C.3.1 Using multiple sources, distinguish between the responsibilities and powers of government officials at various levels and branches of government 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<p><i>Students who needed the extra help received guided notes, extra individual practice, and shortened tests. In some cases, leveled reading material is provided, tiered projects, and hands-on experiences are provided.</i></p> <p><i>Some students receive guided notes, tests read aloud, and study cards to prepare for assessments.</i></p>	<p><i>The classroom is set up in a semi-flexible seating arrangement. There is frequent movement to encourage stimulation and involvement. Expectations and procedures are clearly stated and easy to understand.</i></p>	<p><i>To understand and reinforce concepts, students will</i></p> <ul style="list-style-type: none"> • <i>Annotate within the text</i> • <i>Highlight material pertinent to the final assessment</i> • <i>Participate in classroom discussions</i> • <i>Create study cards</i> • <i>Complete guided study guides</i> • <i>Work in pairs to identify specific location using latitude and longitude</i> • <i>Identify and describe the important functions of government</i> • <i>Work as a large group to create classroom constitution</i> • <i>Research, in pairs, a government program. Create a pamphlet or poster to tell about this program and its benefits.</i>
Prior Knowledge Needed	Vocabulary	Assessments
<p><i>Students should have a general understanding of cause and effect relationships. Students should know that because of our newfound independence, we have a great responsibility.</i></p> <p><i>People can stand up for what they</i></p>	<p><i>Articles of Confederation</i></p> <p><i>Legislative</i></p> <p><i>Judicial</i></p> <p><i>Executive</i></p> <p><i>Ratify</i></p> <p><i>Inflation</i></p> <p><i>Ordinance</i></p>	<ul style="list-style-type: none"> • Read and respond to “The Bill of Rights” by Christine Taylor-Butler • Summative Assessment: Chapter 6: Test A or B, or Chapter Test Online • Formative Assessment Lesson 1-4 • Performance Assessment

believe. People who share ideals can accomplish common goals. Political change can have costs and benefits for different groups. There are universal rights that all people share, and we have to have a system to protect those rights.	<i>Delegate</i> <i>Constitution</i> <i>Compromise</i> <i>Preamble</i> <i>Separation of powers</i> <i>Checks and balances</i> <i>Veto</i> <i>Federalist</i> <i>Anti-federalist</i> <i>Bill of Rights</i> <i>Amendment</i> <i>Due process</i> <i>Popular sovereignty</i> <i>Civic responsibility</i> <i>Rule of law</i> <i>Judicial review</i>	<ul style="list-style-type: none"> Choice A: myStory Book: Writing Activity (TE p.156) Choice B: myWorld Activity: Hands-on-Activity: In Your Own Words. Use Activity Cards 26-30
Reflection:	Essential Questions: <ul style="list-style-type: none"> What is the purpose of government? 	

Chapter 6: The Young Nation Grows		Time: March
Standards Taught		
<ul style="list-style-type: none"> 5.C.1.2 Explain how rules and laws change society and how people change rules and laws 5.C.1.3 Develop a logical argument explaining why governments are necessary 5.H.2.4 Evaluate the influence, impact, and interactions of various cultures, philosophies, and religions on the development of the U.S. 5.H.5.1 Summarize how different types of historical sources are used to explain events in the past 5.C.2.1 Examine the origins and purposes of rules, laws, and key U.S. Constitutional powers 5.C.3.1 Using multiple sources, distinguish between the responsibilities and powers of government officials at various levels and branches of government 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra individual practice, and shortened tests. In some cases, leveled reading material is provided, tiered projects, and hands-on experiences are provided.</i> <i>Some students receive guided notes, tests read aloud, and study cards to prepare for assessments.</i>	<i>The classroom is set up in a semi-flexible seating arrangement. There is frequent movement to encourage stimulation and involvement.</i> <i>Expectations and procedures are clearly stated and easy to understand.</i>	<i>To understand and reinforce concepts, students will</i> <ul style="list-style-type: none"> <i>Annotate within the text</i> <i>Highlight material pertinent to the final assessment</i> <i>Participate in classroom discussions</i> <i>Create study cards</i> <i>Complete guided study guides</i> <i>Researching each branch of government</i> <i>Complete a sort of the checks and balances within our government</i>
Prior Knowledge Needed	Vocabulary	Assessments

<p><i>Students should have a general understanding of cause and effect relationships. Students should know that because of our newfound independence, we have a great responsibility.</i></p> <p>People can stand up for what they believe. People who share ideals can accomplish common goals. Political change can have costs and benefits for different groups. There are universal rights that all people share, and we have to have a system to protect those rights.</p>	<p><i>Articles of Confederation</i> <i>Legislative</i> <i>Judicial</i> <i>Executive</i> <i>Ratify</i> <i>Inflation</i> <i>Ordinance</i> <i>Delegate</i> <i>Constitution</i> <i>Compromise</i> <i>Preamble</i> <i>Separation of powers</i> <i>Checks and balances</i> <i>Veto</i> <i>Federalist</i> <i>Anti-federalist</i> <i>Bill of Rights</i> <i>Amendment</i> <i>Due process</i> <i>Popular sovereignty</i> <i>Civic responsibility</i> <i>Rule of law</i> <i>Judicial review</i></p>	<ul style="list-style-type: none"> • Read and respond to “The Bill of Rights” by Christine Taylor-Butler • Summative Assessment: Chapter 6: Test A or B, or Chapter Test Online • Formative Assessment Lesson 1-4 • Performance Assessment • Choice A: myStory Book: Writing Activity (TE p.156) Choice B: myWorld Activity: Hands-on-Activity: In Your Own Words. Use Activity Cards 26-30
Reflection:	Essential Questions: <ul style="list-style-type: none"> • What is the purpose of government? 	

Chapter 7-8		Time: April
Standards Taught		
<ul style="list-style-type: none"> • 5.C.1.2 Explain how rules and laws change society and how people change rules and laws • 5.C.1.3 Develop a logical argument explaining why governments are necessary • 5.H.2.4 Evaluate the influence, impact, and interactions of various cultures, philosophies, and religions on the development of the U.S 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<p><i>Students who needed the extra help received guided notes, extra individual practice, and shortened tests. In some cases, leveled reading material is provided, tiered projects, and hands-on experiences are provided.</i></p> <p><i>Some students receive guided notes, tests read aloud, and study cards to prepare for assessments.</i></p>	<p><i>The classroom is set up in a semi-flexible seating arrangement. There is frequent movement to encourage stimulation and involvement. Expectations and procedures are clearly stated and easy to understand.</i></p>	<p><i>To understand and reinforce concepts, students will</i></p> <ul style="list-style-type: none"> • <i>Annotate within the text</i> • <i>Highlight material pertinent to the final assessment</i> • <i>Participate in classroom discussions</i> • <i>Create study cards</i> • <i>Complete guided study guides</i> •
Prior Knowledge Needed	Vocabulary	Assessments

<p><i>Students should have a general understanding of cause and effect relationships. Students should know that because of our newfound independence, we have a great responsibility.</i></p> <p>People can stand up for what they believe. People who share ideals can accomplish common goals. Political change can have costs and benefits for different groups. There are universal rights that all people share, and we have to have a system to protect those rights.</p>	<p><i>Inauguration Cabinet Interpreter Impressment Anthem Casualty Nationalism Foreign policy Trail of Tears</i></p>	<ul style="list-style-type: none"> Summative Assessment: Chapter 7/8 combined: Test A or B, or Chapter Test Online (These chapters are a semi-review of 4th grade concepts taught in SD History) <ul style="list-style-type: none"> Formative Assessment Lesson 1-5 Work text Page 260 #13 (Big Question wrap-up) Performance Assessment Choice A: myStory Book: Writing Activity (TE p.185) Choice B: myWorld Activity: Hands-on-Activity: Do You Have What It Takes? Use Activity Cards 31-35. Response to www.brainpop.com Trail of Tears Andrew Jackson
Reflection:	Essential Questions: <ul style="list-style-type: none"> How do leaders shape a Nation? 	

Chapter 9		Time: End April-May
Standards Taught		
<ul style="list-style-type: none"> 5.C.4.1 Describe ways in which people benefit from and are challenged by working together in government, workplaces, volunteer organizations, and families 5.H.4.5 Compare and contrast social, economic, and philosophical differences between the north and the south prior to the Civil War 5.H.2.4 Evaluate the influence, impact, and interactions of various cultures, philosophies, and religions on the development of the 5.H.3.1 Explain why individuals and groups during the same historical period can differ in their perspectives 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<p><i>Students who needed the extra help received guided notes, extra individual practice, and shortened tests. In some cases, leveled reading material is provided, tiered projects, and hands-on experiences are provided.</i></p> <p><i>Some students receive guided notes, tests read aloud, and study cards to prepare for assessments.</i></p>	<p><i>The classroom is set up in a semi-flexible seating arrangement. There is frequent movement to encourage stimulation and involvement. Expectations and procedures are clearly stated and easy to understand.</i></p>	<p><i>To understand and reinforce concepts, students will</i></p> <ul style="list-style-type: none"> Annotate within the text Highlight material pertinent to the final assessment Participate in classroom discussions Create study cards Complete guided study guides Read and respond to “The California Gold Rush” by Mel Friedman Watch a video from www.brainpop.com on Civil War Read the book “Roll of Thunder, Hear my Cry” Read “Who was Harriett Tubman?”

Prior Knowledge Needed	Vocabulary	Assessments
<p><i>Students should have a general understanding of cause and effect relationships. Students should know that because of our newfound independence, we have a great responsibility.</i></p> <p>People can stand up for what they believe. People who share ideals can accomplish common goals. Political change can have costs and benefits for different groups. There are universal rights that all people share, and we have to have a system to protect those rights.</p>	<p><i>Plantation</i> <i>Underground Railroad</i> <i>Abolitionist</i> <i>Confederacy</i> <i>States' Rights</i> <i>Enlist</i> <i>Blockade</i> <i>Proclamation</i> <i>Emancipation</i> <i>Juneteenth</i> <i>Siege</i> <i>Total war</i> <i>Assassinate</i></p>	<ul style="list-style-type: none"> • Summative Assessment: Chapter 9: Test A or B, or Chapter Test • Study guides are to be graded • Final exam over Roll of Thunder
<p>Reflection:</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is worth fighting for? 	