

Social Studies Scope & Sequence 2022-23

1st Nine Weeks (August 16 – October 14)

Unit 1: Geography of the United States (10 days for the entire unit - Ch.1 HA)

5.6A, 5.6B, 5.7A, 5.7B, 5.7C, 5.7D, 5.8A, 5.8B, 5.8C, 5.9A, 5.9B, 5.24C

5.6(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps

5.6(B) translate geographic data into a variety of formats such as raw data to graphs and maps.

5.7(A) describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity

5.7(B) describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics such as the Great Plains, Rocky Mountains, and Coastal Plains

5.7(C) locate on a map important political features such as the ten largest urban areas in the United States, the 50 states and their capitals, and regions such as the Northeast, the Midwest, and the Southwest

5.7(D) locate on a map important physical features such as the Rocky Mountains, Mississippi River, and Great Plains.

5.8(A) identify and describe the types of settlement and patterns of land use in the United States

5.8(B) explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present

5.8(C) analyze the reasons for the location of cities in the United States, including capital cities, and explain their distribution, past and present.

5.9(A) describe how and why people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs

5.9(B) analyze the positive and negative consequences of human modification of the environment in the United States, past and present.

Unit 2: Coming to America: Exploring and Colonizing America (30 days for the entire unit - Ch.4/5/6 HA)

5.1A, 5.1B, 5.14A, 5.14B, 5.17D, 5.21A, 5.24A, 5.24B, 5.24C, 5.25B

5.1(A) explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain

5.1(B) describe the accomplishments of significant individuals during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, John Wise, and Roger Williams.

5.14(A) identify and compare the systems of government of early European colonists, including representative government and monarchy

5.14(B) identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses.

5.17(D) describe the origins and significance of national celebrations such as Memorial Day, Independence Day, Labor Day, Constitution Day, Columbus Day, and Veterans Day

5.21(A) identify significant examples of art, music, and literature from various periods in U.S. history such as the painting American Progress, "Yankee Doodle," and "Paul Revere's Ride".

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2nd Nine Weeks (October 17 – December 21)

Unit 2: Coming to America: Exploring and Colonizing America (30 days for the entire unit - Ch.4/5/6 HA) 5.1A, 5.1B, 5.14A, 5.14B, 5.17D, 5.21B, 5.24A, 5.24B, 5.24C, 5.25B

- 5.1(A) explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain
- 5.1(B) describe the accomplishments of significant individuals during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, John Wise, and Roger Williams.
- 5.14(A) identify and compare the systems of government of early European colonists, including representative government and monarchy
- 5.14(B) identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses.
- 5.17(D) describe the origins and significance of national celebrations such as Memorial Day, Independence Day, Labor Day, Constitution Day, Columbus Day, and Veterans Day
- 5.21(A) identify significant examples of art, music, and literature from various periods in U.S. history such as the painting American Progress, "Yankee Doodle," and "Paul Revere's Ride".

Unit 3: Comparing the Colonies (20 days for the entire unit - Ch.7 HA) 5.7B, 5.7D, 5.8B, 5.10A, 5.10B, 5.11A, 5.11B, 5.11C, 5.12A, 5.12B, 5.14A, 5.17D

- 5.7(B) describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics such as the Great Plains, Rocky Mountains, and Coastal Plains
- 5.7(D) locate on a map important physical features such as the Rocky Mountains, Mississippi River, and Great Plains.
- 5.8(B) explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present
- 5.10(A) explain the economic patterns of early European colonists
- 5.10(B) identify major industries of colonial America.
- 5.11(A) describe the development of the free enterprise system in colonial America and the United States
- 5.11(B) describe how the free enterprise system works in the United States
- 5.11(C) give examples of the benefits of the free enterprise system in the United States.
- 5.12(A) explain how supply and demand affects consumers in the United States
- 5.12(B) evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in the United States.
- 5.14(A) identify and compare the systems of government of early European colonists, including representative government and monarchy
- 5.17(D) describe the origins and significance of national celebrations such as Memorial Day, Independence Day, Labor Day, Constitution Day, Columbus Day, and Veterans Day

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2nd Nine Weeks, Cont.
(October 17 – December 21)

Unit 4: Unrest and Rebellion: Fighting for Independence (15 days for the entire unit - Ch.10/11

HA) 5.2A, 5.2B, 5.17D, 5.21A, 5.24A, 5.24B, 5.24D, 5.25B, 5.25D, 5.25E

5.2(A) identify and analyze the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party

5.2(B) identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period

5.17(D) describe the origins and significance of national celebrations such as Memorial Day, Independence Day, Labor Day, Constitution Day, Columbus Day, and Veterans Day

5.21(A) identify significant examples of art, music, and literature from various periods in U.S. history such as the painting American Progress, "Yankee Doodle," and "Paul Revere's Ride".

Unit 5: A New Nation: Founding of the United States (18 days for the entire unit - Ch.12/13 HA)

5.2C, 5.15A, 5.19A, 5.19B, 5.19C, 5.24A, 5.24B, 5.24C, 5.25D, 5.25E

5.2(C) summarize the results of the American Revolution, including the establishment of the United States and the development of the U.S. military.

5.15(A) identify the key elements and the purposes and explain the importance of the Declaration of Independence.

5.19(A) explain the contributions of the Founding Fathers to the development of the national government

5.19(B) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties

5.19(C) identify and compare leadership qualities of national leaders, past and present.

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3rd Nine Weeks (January 5 – March 10)

Unit 5: A New Nation: Founding of the United States (18 days for the entire unit - Ch.12/13 HA)

5.2C, 5.15A, 5.19A, 5.19B, 5.19C, 5.24A, 5.24B, 5.24C, 5.25D, 5.25E

5.2(C) summarize the results of the American Revolution, including the establishment of the United States and the development of the U.S. military.

5.15(A) identify the key elements and the purposes and explain the importance of the Declaration of Independence.

5.19(A) explain the contributions of the Founding Fathers to the development of the national government

5.19(B) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties

5.19(C) identify and compare leadership qualities of national leaders, past and present.

Unit 6: An Anxious Nation: Creating a More Perfect Union (10 days for the entire unit - Ch. 14/15

HA 5.3A, 5.3B, 5.5C, 5.15B, 5.15C, 5.16A, 5.16B, 5.16C, 5.18B, 5.20A, 5.20B, 5.24A, 5.24B, 5.24C, 5.25D

5.3(A) identify the issues that led to the creation of the U.S. Constitution, including the weaknesses of the Articles of Confederation

5.3(B) identify the contributions of individuals, including James Madison, and others such as George Mason, Charles Pinckney, and Roger Sherman who helped create the U.S. Constitution.

5.5(C) identify the accomplishments of individuals and groups such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, Colin Powell, the Tuskegee Airmen, and the 442nd Regimental Combat Team who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics.

5.15(B) explain the purposes of the U.S. Constitution as identified in the Preamble

5.15(C) explain the reasons for the creation of the Bill of Rights and its importance.

5.16(A) identify and explain the basic functions of the three branches of government

5.16(B) identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution

5.16(C) distinguish between national and state governments and compare their responsibilities in the U.S. federal system.

5.18(B) explain how to contact elected and appointed leaders in local, state, and national governments.

5.20(A) describe the fundamental rights guaranteed by each amendment in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney

5.20(B) describe various amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens.

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3rd Nine Weeks, Cont. (January 5 – March 10)

Unit 7: Migration Westward: Expanding the United States (10 days for the entire unit - Ch. 16/17

HA) 5.4 A, 5.4C, 5.4D, 5.4G, 5.6A, 5.8A, 5.8B, 5.8C, 5.9A, 5.9B, 5.13A, 5.13B, 5.13C, 5.22A, 5.22B, 5.22C, 5.23B, 5.24A, 5.24B, 5.24C, 5.24D, 5.25B, 5.25D, 5.25E

5.4(A) describe the causes and effects of the War of 1812

5.4(C) identify reasons people moved west

5.4(D) identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny

5.4(G) identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups.

5.6(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps

5.8(A) identify and describe the types of settlement and patterns of land use in the United States

5.8(B) explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present

5.8(C) analyze the reasons for the location of cities in the United States, including capital cities, and explain their distribution, past and present.

5.9(A) describe how and why people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs

5.9(B) analyze the positive and negative consequences of human modification of the environment in the United States, past and present.

5.13(A) compare how people in different parts of the United States earn a living, past and present

5.13(B) identify and explain how geographic factors have influenced the location of economic activities in the United States

5.13(C) analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States

5.22(A) identify the similarities and differences within and among various racial, ethnic, and religious groups in the United States

5.22(B) describe customs and traditions of various racial, ethnic, and religious groups in the United States

5.22(C) summarize the contributions of people of various racial, ethnic, and religious groups to our national identity.

5.23(B) identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development

Unit 8: Civil War: Dividing and Rebuilding the Union (14 days for the entire unit - Ch. 18/19 HA)

5.4E, 5.9A, 5.19B, 5.19C, 5.20B, 5.21A, 5.21B, 5.23B, 5.24A, 5.24B, 5.24D, 5.25B, 5.25D, 5.25E

5.4(E) identify the causes of the Civil War, including sectionalism, states' rights, and slavery, and the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution.

5.9(A) describe how and why people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs

5.19(B) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties

5.19(C) identify and compare leadership qualities of national leaders, past and present

5.20(B) describe various amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens.

5.21(A) identify significant examples of art, music, and literature from various periods in U.S. history such as the painting American Progress, "Yankee Doodle," and "Paul Revere's Ride".

5.21(B) explain how examples of art, music, and literature reflect the times during which they were created.

5.23(B) identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program

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4th Nine Weeks (March 20 – May 25)

Unit 9: A New Century: Transitioning to a Modern America (8 days for the entire unit - Ch.20 HA)

5.4B, 5.4F, 5.5A, 5.5B, 5.13A, 5.13B, 5.13D, 5.13E, 5.23C, 5.23D, 5.24A, 5.24B, 5.25B, 5.25D, 5.25E

5.4(B) identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States

5.4(F) explain how industry and the mechanization of agriculture changed the American way of life.

5.5(A) analyze various issues and events of the 20th century such as industrialization, urbanization, increased use of oil and gas, the Great Depression, the world wars, the civil rights movement, and military actions

5.5(B) analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election

5.13(A) compare how people in different parts of the United States earn a living, past and present

5.13(B) identify and explain how geographic factors have influenced the location of economic activities in the United States

5.13(D) describe the impact of mass production, specialization, and division of labor on the economic growth of the United States

5.13(E) explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States.

5.23(C) explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States

5.23(D) predict how future scientific discoveries and technological innovations could affect society in the United States.

Unit 10: Citizenship: American Symbols, Beliefs and Principles that Contribute to our National Identity (10 days for the entire unit) 5.6A, 5.6B, 5.17A, 5.17B, 5.17C, 5.17E, 5.21A, 5.21B, 5.24A, 5.24C

5.6(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps

5.6(B) translate geographic data into a variety of formats such as raw data to graphs and maps.

5.17(A) explain various patriotic symbols, including Uncle Sam, and political symbols such as the donkey and elephant

5.17(B) sing or recite "The Star-Spangled Banner" and explain its history

5.17(C) recite and explain the meaning of the Pledge of Allegiance to the United States Flag

5.17(E) explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore.

5.21(A) identify significant examples of art, music, and literature from various periods in U.S. history such as the painting American Progress, "Yankee Doodle," and "Paul Revere's Ride".

5.21(B) explain how examples of art, music, and literature reflect the times during which they were created.

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4th Nine Weeks, Cont.
(March 20 – May 25)

Unit 11: An American Identity: Accomplishments and Contributions of Important Notable Individuals (13 days for the entire unit) 5.1B, 5.2B, 5.3B, 5.5C, 5.17D, 5.19C, 5.23A, 5.24A, 5.24C, 5.24D, 5.25C, 5.25D, 5.25E

5.1(B) describe the accomplishments of significant individuals during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, John Wise, and Roger Williams.

5.2(B) identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period

5.3(B) identify the contributions of individuals, including James Madison, and others such as George Mason, Charles Pinckney, and Roger Sherman who helped create the U.S. Constitution.

5.5(C) identify reasons people moved west

5.17(D) describe the origins and significance of national celebrations such as Memorial Day, Independence Day, Labor Day, Constitution Day, Columbus Day, and Veterans Day.

5.19(C) identify and compare leadership qualities of national leaders, past and present.

5.23(A) identify the accomplishments of notable individuals in the fields of science and technology, including Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong

Process Skills Embedded in Content Lessons

5.24(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States

5.24(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions

5.24(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps

5.24(D) identify different points of view about an issue, topic, or current event; and

5.24(E) identify the historical context of an event.

5.25(A) use social studies terminology correctly

5.25(B) incorporate main and supporting ideas in verbal and written communication

5.25(C) express ideas orally based on research and experiences

5.25(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies

5.25(E) use standard grammar, spelling, sentence structure, and punctuation.

5.26(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution

5.26(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.