

## Wilson Area School District Planned Course Guide

**Title of planned course:** Social Studies Grade 5

**Subject Area:** Social Studies

**Grade Level:** 5

**Course Description:** This course provides students with an understanding of the world's early civilizations along with an emphasis on geography of these regions. Students will learn about the early civilizations of Mesopotamia, Egypt, India, and China.

**Time/Credit for this Course:** One full academic year

**Curriculum Writing Committee:** Tina Quinn and Joseph Wolfe

## Curriculum Map

### **August/September**

Landforms and Bodies of Water  
Map Skills

### **October/November**

Mesopotamia (Unit 2, Chapter 3)

### **November/December/January**

Ancient Egypt and Kush (Unit 2, Chapter 4)

### **February/March**

Ancient India (Unit 3, Chapter 5)

### **April/May/June:**

Ancient China (Unit 3, Chapter 6)

## Wilson Area School District Planned Course Materials

**Course Title:** Social Studies Grade 5

**Textbook:** Holt McDougal World History- Ancient Civilizations through the Renaissance

**Supplemental Books:**

- Harcourt Horizon US History: Beginnings- Age of Exploration (chapter 3)
- Time for Kids readers
- Scholastic News

**Teacher Resources:**

- hmhsocialstudies.com
- <http://streaming.discoveryeducation.com/>
- [www.superteacher.com](http://www.superteacher.com)
- <http://www.harcourtschool.com/menus/auto/20/231.html>
- [http://www.harcourtschool.com/activity/atlas/norm\\_htm/world.htm](http://www.harcourtschool.com/activity/atlas/norm_htm/world.htm)
- Holt McDougal's The World's Music Program
- Interactive Skills Tutor CD-ROM
- Differentiated Instruction/Modified worksheets and Tests CD-ROM
- World History CD-ROM
- Non-fiction and biographical stories
- Power Presentations with Media Gallery

## Curriculum Scope & Sequence

**Planned Course:** Social Studies Grade 5

**Unit:** Geography

**Time frame:** 4 weeks

**State Standards:** 7.2.6 A, B; 7.3.6 A; 7.4.6.A

**Essential content/objectives:** At end of the unit, students will be able to:

- Define a continent
- List the seven continents
- Identify continents on a map and a globe
- Compare and contrast the continents based on weather, land mass, population and location
- Analyze how continents formed from one supercontinent known as Pangaea
- Define continental drift
- Explain the effects of continental drifts on our Earth's geography
- Define landforms
- Describe the impact landforms have on the development of civilizations
- List the Earth's Oceans
- Identify oceans on a map and a globe
- Identify bordering continents and countries

**Core Activities:** Students will complete/participate in the following:\

- Read and interpret maps
- Organize information using charts/ graphic organizers
- Create a globe
- Journal writing- Exploring their ideal geographical location
- Create a brochure about a continent of their choice
- Vocabulary builder activities

**Extensions:**

- Integration of technology
- Power Presentations
- Slideshow Maker
- Lesson videos on hmhsocialstudies.com
- Interdisciplinary projects
- Holt McDougal's The World's Music Program

**Remediation:**

- Reread selections in a small group setting
- Use leveled study guides and worksheets
- Modified tests and quizzes

**Instructional Methods:**

- Small and whole group instruction
- Guided Reading
- Scaffolding discussion with leveled questioning
- Project-Based Learning- Small Groups and or Individual
- Read Alouds to model comprehension strategies while reading nonfiction text

**Materials & Resources:**

- Teacher created materials
- [www.superteacher.com](http://www.superteacher.com)
- <http://streaming.discoveryeducation.com/>
- Various maps and globes
- Holt McDougal World History- Ancient Civilizations through the Renaissance

**Assessments:**

- Diagnostic pre-test
- Section quizzes
- Chapter tests
- Project based assessments
- Teacher created checklist
- Teacher observations

## Curriculum Scope & Sequence

**Planned Course:** Social Studies Grade 5

**Unit:** Mesopotamia

**Time frame:** 4 weeks

**State Standards:** 7.1.6.A, B; 7.2.6.A; 7.3.6.A; B, C; 7.4.6.A; 8.1.6.A, B, D;  
1.2.5.A, B, C, E, F, J, K

**Essential content/objectives:** At end of the unit, students will be able to:

- Explain why early civilizations developed alongside major rivers
- Describe the factors that contribute to the development of a successful civilizations
- Describe the early city-states of Mesopotamia
- Identify the contributions of these early city-states
- Explain how city-states were ruled
- List the contributions of Hammurabi
- Compare and contrast our modern day government to that of ancient city-states

**Core Activities:** Students will complete/participate in the following:

- Read and interpret maps
- Organize information using charts/ graphic organizers
- Design their own small farming community
- Historical journal writing
- Conduct research using non-fictional resources
- Biography connections
- Vocabulary builder activities

**Extensions:**

- Integration of technology
- Power Presentations
- Slideshow Maker
- Lesson videos on hmhsocialstudies.com
- Interdisciplinary projects
- Holt McDougal's The World's Music Program

**Remediation:**

- Reread selections in a small group setting
- Use leveled study guides and worksheets
- Modified tests and quizzes

**Instructional Methods:**

- Small and whole group instruction
- Guided Reading
- Scaffolding discussion with leveled questioning
- Project-Based Learning- Small Groups and or Individual
- Read Alouds to model comprehension strategies while reading nonfiction text

**Materials & Resources:**

- Holt McDougal World History- Ancient Civilizations through the Renaissance
- <http://www.superteacherworksheets.com/>
- <http://streaming.discoveryeducation.com/>
- Various Maps and Globes
- Teacher created materials

**Assessments:**

- Diagnostic pre-test
- Section quizzes
- Chapter tests
- Unit tests
- End of year tests
- Student observation
- Group discussion
- Teacher created check lists

## Curriculum Scope & Sequence

**Planned Course:** Social Studies Grade 5

**Unit:** Ancient Egypt and Kush

**Time frame:** 9 weeks

**State Standards** 7.1.6.A, B; 7.2.6.A; 7.3.6.A, B, C; 7.4.6.A; 8.1.6.A, B, D;  
1.2.5.A, B, C, E, F, J, K

**Essential content/objectives:** At end of the unit, students will be able to:

- Describe how the physical environment and farming of the Nile Valley allowed for the rise of a great civilization in Egypt
- Identify the role of the pharaohs in Ancient Egypt
- Describe the central role of religion in Egypt's social and political order
- Identify and compare the three periods of stability under the rule of pharaohs (Old Kingdom, Middle Kingdom, and New Kingdom)
- Identify lasting Egyptian achievements in art, architecture, and writing (hieroglyphics)
- Describe the Kush civilization and its relationship with Egypt

**Core Activities:** Students will complete/participate in the following:

- Read and discuss textbook and other related materials
- Read and interpret maps
- Organize information using charts/ graphic organizers
- Design a sarcophagus
- Historical journal writing
- Conduct research using non-fictional resources
- Biography connections
- Vocabulary builder activities

**Extensions:**

- Intergration of technology
- Power Presentations
- Slideshow Maker
- Lesson videos on hmhsocialstudies.com
- Interdisciplinary projects
- Holt McDougal's The World's Music Program

**Remediation:**

- Differentiate instruction
- Leveled centers
- Additional small group instruction
- Reteaching



**Instructional Methods:**

- Small/ large group instruction
- Direct instruction
- Guided practice
- Differentiated instruction
- Independent practice
- Small/large group discussion

**Materials & Resources:**

- Holt McDougal World History- Ancient Civilizations through the Renaissance
- <http://www.superteacherworksheets.com/>
- <http://streaming.discoveryeducation.com/>
- Various Maps and Globes
- Teacher created materials

**Assessments:**

- Diagnostic pre-test
- Section quizzes
- Chapter tests
- Unit tests
- End of year tests
- Student observation
- Group discussion
- Teacher created check lists

## Curriculum Scope & Sequence

**Planned Course:** Social Studies Grade 5

**Unit:** Ancient India

**Time frame:** 9 weeks

**State Standards:** 7.1.6.A, B; 7.2.6.A; 7.3.6.A, B, C; 7.4.6.A; 8.1.6.A, B, D;  
1.2.5.A, B, C, E, F, J, K

**Essential content/objectives:** At end of the unit, students will be able to:

- Describe how the geographical location of India allowed for the development of a flourishing ancient civilization
- Identify the major religion of India
- Define Hinduism
- Explain the impact of religion on the social order of India
- Define social class
- Compare and contrast
- List the contributions of Buddha
- Define Buddhism and compare and contrast it to Hinduism
- Explain how Buddhism spread to other parts of Asia
- Analyze the achievements of Ancient India and their impact on our world today

**Core Activities:** Students will complete/participate in the following:

- Read and interpret maps
- Organize information using charts/ graphic organizers
- Develop a report on the positive and negative views of a caste system
- Historical journal writing
- Conduct research using non-fictional resources
- Biography connections-Create a sequence diagram showing the major events in the Buddha's life
- Vocabulary builder activities

**Extensions:**

- Integration of technology
- Power Presentations
- Slideshow Maker
- Lesson videos on [hmhsocialstudies.com](http://hmhsocialstudies.com)
- Interdisciplinary projects
- Holt McDougal's The World's Music Program

**Remediation:**

- Reread selections in a small group setting
- Use leveled study guides and worksheets
- Modified tests and quizzes

**Instructional Methods:**

- Small and whole group instruction
- Guided Reading
- Scaffolding discussion with leveled questioning
- Project-Based Learning- Small Groups and or Individual
- Read Alouds to model comprehension strategies while reading nonfiction text

**Materials & Resources:**

- Holt McDougal World History- Ancient Civilizations through the Renaissance
- <http://www.superteacherworksheets.com/>
- <http://streaming.discoveryeducation.com/>
- Various Maps and Globes
- Teacher created materials

**Assessments:**

- Diagnostic pre-test
- Section quizzes
- Chapter tests
- Unit tests
- End of year tests
- Student observation
- Group discussion
- Teacher created check lists

## Curriculum Scope & Sequence

**Planned Course:** Social Studies Grade 5

**Unit:** Ancient China

**Time frame:** 9 weeks

**State Standards:** 7.1.6.A, B; 7.2.6.A; 7.3.6.A, B, C; 7.4.6.A, 8.1.6.A, B, D; 1.2.5.A, B, C, E, F, J, K

**Essential content/objectives:** At end of the unit, students will be able to:

- Describe how the geographical location of China allowed for the development of a flourishing ancient civilization
- Define dynasty
- List the achievements of the Shang dynasty
- Explain how order was maintained under the Shang Dynasty.
- Compare and contrast Confucianism, Daoism, and Legalism philosophies
- Analyze how these philosophies developed
- List the accomplishments of Qin Shi Haungdi
- List the achievements of the Han Dynasty
- Define Silk Road and describe its impact on the interaction among early civilizations
- Analyze the achievements of Ancient China and their impact on our world today

**Core Activities:** Students will complete/participate in the following:

- Read and interpret maps
- Organize information using charts/ graphic organizers
- Create a brochure explain the philosophies of Daoism, Legalism, or Confucianism
- Historical journal writing
- Conduct research using non-fictional resources
- Create a museum exhibit for Shi Huangdi's tomb
- Biography connections
- Vocabulary builder activities

**Extensions:**

- Integration of technology
- Power Presentations
- Slideshow Maker
- Lesson videos on hmhsocialstudies.com
- Interdisciplinary projects
- Holt McDougal's The World's Music Program

**Remediation:**

- Reread selections in a small group setting
- Use leveled study guides and worksheets
- Modified tests and quizzes

**Instructional Methods:**

- Small and whole group instruction
- Guided Reading
- Scaffolding discussion with leveled questioning
- Project-Based Learning- Small Groups and or Individual
- Read Alouds to model comprehension strategies while reading nonfiction text

**Materials & Resources:**

- Holt McDougal World History- Ancient Civilizations through the Renaissance
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- Teacher created materials

**Assessments:**

- Diagnostic pre-test
- Section quizzes
- Chapter tests
- Unit tests
- End of year tests
- Student observation
- Group discussion
- Teacher created check lists