Topic: Colonization
Subject(s):

Days: 10
Grade(s):

Key Learning: **Groups of people colonized and settled in what is now the Unitd States.**

Unit Essential Question(s):

When, where, and why did groups of people colonize and settle in what is now the United States?

Concept: **New England Colonies** 8.1.6.A, 8.3.6.A, 8.3.6.C, 7.3.6.C	**Concept:** **Middle Atlantic Colonies** 8.1.6.A, 8.3.6.A, 8.3.6.C, 7.3.6.C	**Concept:** **Southern Colonies** 8.1.6.A, 8.3.6.A, 8.3.6.C, 7.3.6.C
Lesson Essential Question(s): How would you describe the accomplishments of significant leaders of the New Engand colonies? (A) What are examples of representative government in the American colonies? (A) Why is it important to understand the political, religious, and social institutions that evolved in the colonial era? (A)	**Lesson Essential Question(s):** How do we identify the various groups that settled the Middle Atlantic Colonies? (A) How do you summarize the contirbutions of different religious and cultural groups to the settlement of the Middle Atlantic Colonies? (A) How would you describe the physical features that helped Philadelphia become a main port? (ET) How did immigrants aid in Philadelphia's growth and prosperity? (ET) How contibutions did Benjamin Franklin make to Philadelphia? (ET) What challenges did the backcountry settlers face and how did they adapt and use the resources available to them? (ET)	**Lesson Essential Question(s):** How did the English settle the remaining colonies in the South (A) Wht are the achievements of important people associated with the Southern Colonies? (ET) How did the geographic factors influence the development of plantations in the Southern Colonies? (ET) How did the geographic factors influence the settlement and growth of cities in the Southern Colonies? (ET)
Vocabulary: Puritan, charter, common, specialize, town meeting, public office, expel, consent, sedition, fundamental, frontier	**Vocabulary:** refuge, trial by jury, justice, Great Awakening, township, immigrant, militia, almanac,, backcountry, loft, prosperity, contributions	**Vocabulary:** indentured servants, constitution, indigo, debtor, fact, opinion, planter, tidewater, overseer, spiritual

Topic: Colonization
Subject(s):

Days: 10
Grade(s):

Concept:
Economics
8.3.6.C, 6.4.6.B, 6.4.6.C, 6.4.6.E

Lesson Essential Question(s):
How did industry in the colonies effect Colonial life? (A)

How do you identify the political and economic relationships between the colonies and England? (A)

How do you explain the history of the slave trade in the United States? (A)

How did people in the colonies earn a living? (ET)

Vocabulary:
industry, export, import, triangular trade route, naval store, farm produce, debtor, broker, auction, public service

Additional Information:

Attached Document(s):

Vocab Report for Topic: Colonization **Days:** 10
Subject(s): **Grade(s):**

Concept: New England Colonies
Puritan, charter, common, specialize, town meeting, public office, expel, consent, sedition, fundamental, frontier -

Concept: Middle Atlantic Colonies
refuge, trial by jury, justice, Great Awakening, township, immigrant, militia, almanac, - backcountry, loft, prosperity -
contributions -

Concept: Southern Colonies
indentured servants, constitution, indigo, debtor, fact, opinion, planter, tidewater, overseer, spiritual -

Concept: Economics
industry, export, import, triangular trade route, naval store, farm produce, debtor, broker, auction, public service -

Curriculum: 2009 Pequea Valley SD Curriculum
Course: Social Studies 5

PEQUEA VALLEY SD
Date: May 21, 2010 ET

Topic: Exploration
Subject(s): Social Studies

Days: 70
Grade(s): 5th

Key Learning: **People learned about the world through exploration and different cultures.**

Unit Essential Question(s):

How did people learn about the world through exploration and different cultures??

Concept: **European Explorers** 8.1.6.A, 8.1.6.C, 8.3.6.A, 8.3.6.C	**Concept:** **Spanish Conquerors** 8.1.6.A, 8.1.6.C, 8.3.6.A, 8.3.6.C	**Concept:** **Early Settlements** 8.1.6.A, 8.1.6.C, 8.3.6.A, 8.3.6.C
Lesson Essential Question(s): How did Portugal's discovery of a water route to Asia lead to more ocean exploration by the Europeans? (A) How do we describe the accomplishments and obstacles of key expeditions? (A) What led the Europeans to America? (A)	**Lesson Essential Question(s):** Why did Spanish conquistadors explore America? (A) How did Spain come to claim large areas of the southwestern and southeastern United States? (A) How did the Spanish conquer the Aztecs? (A)	**Lesson Essential Question(s):** How did European explorers influence early settlements? (A) What were the contibutions of Spanish colonization in the Americas? (A) What were the achievements of leaders such as John Smith and John Rolfe? (ET) How did English colonists adapt and modify their environment to meet their needs? (ET) What were the variuos ways that Jamestown was governed? (A) Why did English settlers come to Plymouth Colony and what was the religous impact on the settlement?? (A)
Vocabulary: expeditions, navigation, cartographer,	**Vocabulary:** grant, conquistador, desertion, claim	**Vocabulary:** influence, missionary, mission, stock, legislature, burgess, authority, pilgrim, compact, self-rule, majority rule

Topic: Exploration
Subject(s): Social Studies

Days: 70
Grade(s): 5th

Concept:
Economics
6.4.6.B, 6.4.6.E

Lesson Essential Question(s):
What were the economic motivations for exploration? (A)

Why was it important to find a new trade route to Asia? (A)

Vocabulary:
trade

Additional Information:

Attached Document(s):

Vocab Report for Topic: Exploration **Days:** 70
Subject(s): Social Studies **Grade(s):** 5th

Concept: European Explorers
expeditions, navigation, cartographer, -

Concept: Spanish Conquerors
grant, conquistador, desertion, claim -

Concept: Early Settlements
influence, missionary, mission, stock, legislature, burgess, authority -
pilgrim, compact, self-rule, majority rule -

Concept: Economics
trade -

Curriculum: 2009 Pequea Valley SD Curriculum
Course: Social Studies 5

PEQUEA VALLEY SD
Date: May 21, 2010 ET

Topic: Geography
Subject(s):

Days: 7
Grade(s):

Key Learning: **The five themes of geography (location, place, movement, human-environment, and regions) help us to better understand our world.**

Unit Essential Question(s):

How can we use the five themes of geography(location, place, movement, human-environment, and regions) to help us better understand our world?

Concept: **Lands and Regions** 7.3.6.B, 7.1.6.B, 7.3.6.C	Concept: **Maps and Globes** 7.1.6.A, 7.1.6.B	Concept: **People and the Land** 7.3.6.B, 7.3.6.C
Lesson Essential Question(s): What are the different landform regions in the United States? (A)	**Lesson Essential Question(s):** How do we use longitude and latitude to determine exact location? (A) How do we read and interpret maps? (ET)	**Lesson Essential Question(s):** How might the similarities and differences of the land in different parts of the United States affect how people live in various regions? (A) How does learning about climate and natural vegetation help us understand why people live differently in different parts of the country? (A) Why have people modified their environment in the United States in the past and why they are modifying it presently? (ET) What is the difference between a political region, an economic region, a cultural region, and a population region? (A)
Vocabulary: , landform, mountain range, piedmont, sea level, plateau, basin, volcano, elevation, contour line,	**Vocabulary:** absolute location, line of latitude, parallel, line of logitude, meridian, prime meridian	**Vocabulary:** climate, natural vegetation, rain shadow, humidity, drought, arid, tundra, prarie, savanna, , political region, economic regions, cultural regions, population eagions, urban, rural, crossroads, metropolitan area

Additional Information:

Attached Document(s):

Vocab Report for Topic: Geography **Days:** 7
Subject(s): **Grade(s):**

Concept: Lands and Regions

-

landform, mountain range, piedmont, sea level, plateau, basin, volcano, elevation, contour line, -

Concept: Maps and Globes

absolute location, line of latitude, parallel, line of logitude, meridian, prime meridian -

Concept: People and the Land

climate, natural vegetation, rain shadow, humidity, drought, arid, tundra, prarie, savanna -

-

political region, economic regions, cultural regions, population eagions, urban, rural, crossroads, metropolitan area -

Topic: Government
Subject(s): Social Studies

Days: 29
Grade(s): 5th

Key Learning: **The United States government is based on basic principles and fundamental concepts expressed in major documents.**

Unit Essential Question(s):

Why is it important to know the basic principles behind our government and the concepts expressed in major documents?

Concept: The US Constitution	**Concept:** Citizenship	**Concept:** Branches of Government
5.3.6.A, 5.3.6.C, 5.3.6.D, 5.3.6.E, 5.3.6.F, 5.3.6.G, 5.3.6.H, 5.1.6.A, 5.1.6.B, 5.1.6.I, 5.1.6.J	5.2.6.A, 5.2.6.B, 5.2.6.C, 5.2.6.D, 5.2.6.E, 5.2.6.F, 5.2.6.G	5.3.6.B, 5.1.6.L
Lesson Essential Question(s): What were the events that led up to the Constitutional Convention? (A) What influence did the Constitutional Convention have on the democratic process? (A) What were the contributions of those that helped write the Constitution? (A) What was the "Great Compromise" and what was its importance in representative government? (A)	**Lesson Essential Question(s):** What are the individual rights of every American citizen as guaranteed in the Bill of Rights? (A) What is the importance of voluntary individual participation in the democratic process? (A)	**Lesson Essential Question(s):** What are the three branches of the federal government? (A) What is the function and structure of the Legislative Branch? (A) What is the function and structure of the Executive Branch? (A) What is the function and structure of the Judicial Branch? (A) Why are the powers of the United States government separate from one another? (A)
Vocabulary: republic, inflation, arsenal, territory, ordinance, convention, commerce, federal system, bill	**Vocabulary:** Bill of Rights, voluntary, democratic process	**Vocabulary:** census, electoral college, veto, impeach, justice, checks and balances

Topic: Government
Subject(s): Social Studies

Days: 29
Grade(s): 5th

Concept:
US Relations

5.4.6.C, 5.4.6.D, 5.4.6.E

Lesson Essential Question(s):
How does our form of government compare to that of bordering countries? (A)

What is the process for a treaty or agreement between the United States and other nation-states? (A)

How do nations work together on common environmental problems, natural disasters, and trade? (A)

Vocabulary:
bordering, process, treaty, environmental

Additional Information:

Attached Document(s):

Vocab Report for Topic: Government **Days:** 29
Subject(s): Social Studies **Grade(s):** 5th

Concept: The US Constitution
republic, inflation, arsenal, territory, ordinance, convention, commerce, federal system, bill -

Concept: Citizenship
Bill of Rights, voluntary, democratic process -

Concept: Branches of Government
census, electoral college, veto, impeach, justice, checks and balances -

Concept: US Relations
bordering, process, treaty, environmental -

Topic: The Earliest Americans
Subject(s):

Days: 64
Grade(s):

Key Learning: **People adapt to and modify their environment.**

Unit Essential Question(s):

How do people adapt to and modify their environment?

Concept: **The First Americans** 8.1.6.A, 8.3.6.A, 8.3.6.C, 6.4.6.E	**Concept:** **Ancient Indians** 6.4.6.E, 8.3.6.C, 8.3.6.A, 8.1.6.A	**Concept:** **The Desert Southwest Indians** 8.1.6.A, 8.3.6.A, 8.3.6.C, 6.4.6.E
Lesson Essential Question(s): How did geographic factors influence the migration of people from Asia to North America? (A) How did the first Americans use natural resources to meet their needs? (ET) How do we identify the early people of North America? (ET)	**Lesson Essential Question(s):** How would you describe the types of settlements and patterns of land use by the ancient Indians? (A) How did the geographic factors influence where the ancient Indians settled? (ET) How did technology impact the ancient Indians? (ET) How did agriculture effect ancient Indians? (ET) How would you describe North American civilizations? (ET)	**Lesson Essential Question(s):** Hoe did the Pueblo Indians adapt to their environment? (A) What was the importance of agriculture and storing surplus foods for the Southwest Indians? (A) How did the Hopis influence the Navajos? (ET)
Vocabulary: migration, theory, archeologist, artifact, descendent, origin story, ancestor	**Vocabulary:** nomad, technology, extinct, agriculture, tribe, civilization, class, slavery, pueblo	**Vocabulary:** adapt, staple, surplus, ceremnoy, hogan

Topic: The Earliest Americans
Days: 64
Subject(s):
Grade(s):

Concept: **Northwest Coast and Arctic Indians** 6.4.6.E, 8.3.6.C, 8.3.6.A, 8.1.6.A	Concept: **Plains Indians** 8.1.6.A, 8.3.6.A, 8.3.6.C, 6.4.6.E	Concept: **Eastern Woodland Indians** 6.4.6.E, 8.3.6.C, 8.3.6.A, 8.1.6.A
Lesson Essential Question(s): How did the Northwest Coast and Arctic Indians adapt to their enviroment? (A) How would you describe the economic patterns of the Northwest Coast Indians? (A) How would you describe the customs and traditions involved in the Makah whale hunt? (ET)	**Lesson Essential Question(s):** How would you describe the types of settlements used by the Plains Indians? (A) How did the Plain Indians adapt to their environment? (ET) How would you compare and contrast the Great Plains nomads to the Plains Indians who lived near rivers? (ET) How would you identify and describe the customs and traditions of the Great Plains? (ET)	**Lesson Essential Question(s):** How would you identify the Eastern Woodlands cultural region and descibe common ways of life there? (A) How would you compare the types of settlements of the Algonquains and Iroquis? (ET) How did the Eastern Woodlands adapt to their environment? (ET) How would you describe the customs of the Iroquois? (ET) How would you explain the Iroquois system of government? (A)
Vocabulary: dugout, barter, potlatch, clan, pit house, harpoon, totem pole	**Vocabulary:** lodge, sod, tepee, trvois	**Vocabulary:** palisade, slash-and-burn, wigwam, wampum, lonhouse, confederation, council

Additional Information:

Attached Document(s):

Vocab Report for Topic: The Earliest Americans **Days:** 64
Subject(s): **Grade(s):**

Concept: The First Americans
migration, theory, archeologist, artifact, descendent, origin story, ancestor -

Concept: Ancient Indians
nomad, technology, extinct, agriculture, tribe, civilization, class, slavery, pueblo -

Concept: The Desert Southwest Indians
adapt, staple, surplus, ceremnoy, hogan -

Concept: Northwest Coast and Arctic Indians
dugout, barter, potlatch, clan, pit house, harpoon, totem pole -

Concept: Plains Indians
lodge, sod, tepee, trvois -

Concept: Eastern Woodland Indians
palisade, slash-and-burn, wigwam, wampum, lonhouse, confederation, council -