Title: Fifth Grade Social Studies

Unit:	**United States Geography—---SEPTEMBER**
Big Ideas:	globes, compass rose,
Unit Essential Questions:	What is geography?

Concept & Pacing	Pa Core Standard	Key Vocabulary	Essential Questions	Competencies (skills, knowledge, abilities)	Mini-Lessons/Activities	Instructional Materials	Assessments
Five themes of geography – region, location, place, movement, human-environmental interaction ***Classroom procedures and expectations***	Social Studies Standards 7.1.6 A; 7.2.6 A-B Reading Standards 1.1.4 A, C, D, F, G, H; 1.2.5 A,B; 1.5.5 A, B, C, D; 1.6.3 A, B, C , D, E, F Reading Anchors R5.A.1.2,3,4,6; R5.A.2.1,2,3,4,5,6; R5.A.3.1,2,3 Math Anchor M5.B.1.2.1-2	region, location, place, movement, human-environmental interaction	What is geography?	Identify and define the five themes of geography	Turn in work, how to play review games, ask permission to use the lavatory, pencil sharpener, and other classroom activities. Locate the Prime Meridian, Equator, Hemispheres, Compass Rose Determine the locations of the continents and how they relate to the hemispheres Five themes posters Teacher made class work/homework Directed reading activities of text and/or supplemental materials Bell-ringers to initiate class discussion Large group, small group, pair-share discussions Note taking Map work Various Review activities	Scott Foresman Social Studies: The United States Publisher-made materials – Quick Study, Workbook, Vocabulary, Social Studies Plus, Every Student Learns Teacher-made materials School supplies Desk Maps Various additional teacher resource books	Teacher observation Oral review Class discussions Student notes

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Unit:	**Life in the United States; Geograpy in the United States—----OCTOBER**
Big Ideas:	
Unit Essential Questions:	What makes life unique in the United States? What is the geography of the United States?

Concept & Pacing	Pa Core Standard	Key Vocabulary	Essential Questions	Competencies (skills, knowledge, abilities)	Mini-Lessons/Activities	Instructional Materials	Assessments
Four types of maps – political, physical (relief and elevation), road, historical ***U.S. government overview – federal, state, local*** ***Civil rights and***	Social Studies Standards 5.1.6 A, I , J; 5.2.6 A, B, C, D, E, G; 5.3.6 A, B Reading Standards 1.1.4 A, C, D, F, G, H; 1.2.5 A,B; 1.5.5 A, B, C, D; 1.6.3 A, B, C , D, E, F Reading Anchors R5.A.1.2,3,4,6; R5.A.2.1,2,3,4,5,6; R5.A.3.1,2,3 Social Studies Standards 7.1.6 A;	Political, physical relief and elevation), road, historical Maps;Federal, state, local government Environment – land and water features, natural resources, climate, region, agriculture, irrigation, precipitation, climate	What makes life unique in thWhat is the geography of the United States? e United States?	Use maps and globes – find locations with latitude and longitude, label continents and oceans, distinguish between different types of maps. Explain why the US is considered a diverse country. Describe the form of government in the US. Compare the roles of federal, state, and local governments. Examine some of the rights and responsibilities of US citizens.	Study Guide Current Events Various worksheets to reinforce skills Practice with desk maps Teacher made class work/homework Directed reading activities of text and/or supplemental materials Bell-ringers to initiate class discussion Large group, small group, pair-share discussions	Scott Foresman Social Studies: The United States Publisher-made materials – Quick Study, Workbook, Vocabulary, Social Studies Plus, Every Student Learns Teacher-made materials School supplies Desk Maps Various additional teacher resource books	Teacher created tests and quizzes;Free Enterprise Project Homework Chapter Tests – multiple choice, short answer, matching Quiz - label 7 continents and 4 Oceans

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responsibilities ***Five regions of the U.S. – SE, SW, NE, MW, W*** ***Environment – land and water features, natural resources, climate*** ***Arid vs. Humid America***	7.2.6 B; 7.3.6 C; 7.4 .6 A Reading Standards 1.1.4 A, C, D, F, G, H; 1.2.5 A,B; 1.5.5 A, B, C, D; 1.6.3 A, B, C , D, E, F Reading Anchors R5.A.1.2,3,4,6; R5.A.2.1,2,3,4,5,6; R5.A.3.1,2,3 Math Standards M5.B.1.2.1,2, M5.C.3	Arid vs. Humid America		Compare primary and secondary sources. Analyze the importance of studying history and the effect that perspectives have on the interpretation of history. Analyze the decision making process. Name and locate the five regions of the U.S. Describe the land and water of the five regions in the U.S. Analyze the differences between Arid and Humid America. Explain how climate affects people's lives. Use lines of latitude and longitude to find places on a map. Relate the Constitution to their daily lives Identify the 50 states using a blank map of the United States	Note taking Map work Various Review activities		Quiz – label 5 regions of the US, Arid and Humid America Quiz – label 20 selected states

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Unit:	***The effect of geography on people of the past. The early peoples of the western hemisphere.------NOVEMBER***
Big Ideas:	
Unit Essential Questions:	Who were the early peoples of the western hemisphere? *What effect did geography have on people of the past?*

Concept & Pacing	Pa Core Standard	Key Vocabulary	Essential Questions	Competencies (skills, knowledge, abilities)	Mini-Lessons/Activities		
	Social Studies Standards 7.3.6 A, B, C; 7.4.6 A Reading Standards 1.1.4 A, C, D, F, G, H; 1.2.5 A,B; 1.5.5 A, B, C, D; 1.6.3 A, B, C , D, E, F Reading Anchors R5.A.1.2,3,4,6; R5.A.2.1,2,3,4,5,6; R5.A.3.1,2,3 Social Studies Standards 8.1.6 A, B, C, D ; 8.1.6 A, B, C; 8.3.6 A, B, C; 8.4.6 A, B Reading Standards 1.1.4 A, C, D, F, G, H; 1.2.5 A,B; 1.5.5 A, B, C, D; 1.6.3 A, B, C , D, E, F	Ice Age, glacier, migrate, theory, artifact, archaeologist, climograph, ceremony, mesa, drought, civilization, surplus, specialize, pyramid, empire, tribute, slavery, trie, league, cultural region	*What effect did geography have on people of the past? Who were the early peoples of the western hemisphere?*	Early civilizations (time period, location, effects of geography on lifestyle) – Maya, Aztec, Anasazi, Native Americans (time period, location, effects of geography on lifestyle) – Tlingit, Hopi, Lakota Sioux, Eastern Woodlands, Iroquois Climographs Internet Research	Explain what makes a culture a civilization. Analyze the development of the Aztec empire. Evaluate the achievements of the Maya and Aztec. Identify the early Native Americans of the Southeast and Southwest and analyze the effects geography had on their culture. Interpret a timeline and put events in time order. Analyze the effects of the Northwest environment on the Tlingit. Evaluate the technology, art, and social ceremonies of the Tlingit. Identify major Native American groups living in the Southwest. Evaluate the importance of art and tradition in Hopi life.	Scott Foresman Social Studies: The United States Publisher-made materials – Quick Study, Workbook, Vocabulary, Social Studies Plus, Every Student Learns Teacher-made materials School supplies Desk Maps Various additional teacher resource books	Teacher created tests and quizzes;Chapter Tests – multiple choice, short answer, matching Personal Time Line Homework Native Americans of North America Culture Posters

	Reading Anchors R5.A.1.2,3,4,6; R5.A.2.1,2,3,4,5,6; R5.A.3.1,2,3				Analyze the changes that horses brought the Plains people. Describe men's and women's roles in the Lakota community. Analyze the political role of Iroquois women. Evaluate the role of the Iroquois Confederacy in keeping peace. Analyze cause and effect relationships.		

Unit:	**Early life like in the Eastern Hemisphere. The world changed when the East met the West.----DECEMBER**
Big Ideas:	
Unit Essential Questions:	*What was early life like in the Eastern Hemisphere?* How did the world change when the East met the West?

Concept & Pacing	Pa Core Standard	Key Vocabulary	Essential Questions	Competencies (skills, knowledge, abilities)	Mini-Lessons/Activities	Instructional Materials	Assessments

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Trade and exploration in the 1300s and 1400s ***Asian Emperors and Traders – Silk Road*** ***African Kingdoms – Songhai, Timbuktu*** ***Europe's Age of Exploration*** ***Reading circle and line graphs*** ***Columbus reaching America, Taino people*** ***Columbian Exchange*** ***Fall of the Aztec empire*** ***Spanish explorers in North America***	Social Studies Standards 8.1.6 A, B, C, D; 8.4..3 A, C, 8.4.6 A, B, C, D Reading Standards 1.1.4 A, C, D, F, G, H; 1.2.5 A,B; 1.5.5 A, B, C, D; 1.6.3 A, B, C , D, E, F Reading Anchors R5.A.1.2,3,4,6; R5.A.2.1,2,3,4,5,6; R5.A.3.1,2,3 Social Studies Standards 7.1.6 A; 7.2.6 B; 7.3.6 C; 7.4 .6 A, 8.1.6 A, B, C, D; 8.3.6 A, B, C, D Reading Standards 1.1.4 A, C, D, F, G, H; 1.2.5 A,B; 1.5.5 A, B, C, D; 1.6.3 A, B, C , D, E, F Reading Anchors R5.A.1.2,3,4,6; R5.A.2.1,2,3,4,5,6; R5.A.3.1,2,3 Math Standards M5.E1.1.1	Expedition, colony, latitude, longitude, meridian. grid, ally, conquest, convert, colonist, society	How did the world change when the East met the West? *What was early life like in the Eastern Hemisphere?*	Trade and exploration in the 1300s and 1400s Asian Emperors and Traders – Silk Road African Kingdoms – Songhai, Timbuktu Europe's Age of Exploration Reading circle and line graphs Columbus reaching America, Taino people Columbian Exchange Fall of the Aztec empire Spanish explorers in North America New Spain Charts and Graphs Maps and Globes Evaluate the extent of Chinese trade and exploration during the 1400s. Analyze the role of trade in the development of Songhai. Evaluate Sunni Ali's method of ruling. Compare the major cities of the Songhai Kingdom. Analyze the effect that the desire to trade with Asia had on European exploration. Evaluate Prince Henry's role in making Portugal a leader in European exploration.	Study Guide Current Events Various worksheets to reinforce skills Teacher made class work/homework Directed reading activities of text and/or supplemental materials Bell-ringers to initiate class discussion Large group, small group, pair-share discussions Note taking Map work Various Review activities	Scott Foresman Social Studies: The United States Publisher-made materials – Quick Study, Workbook, Vocabulary, Social Studies Plus, Every Student Learns Teacher-made materials School supplies	Chapter Tests – multiple choice, short answer, matching Quiz - Label key countries and physical features of Asia and Africa Homework Quiz – Label key locations of Columbus's voyage Homework Student centered project (varies)

New Spain ***Charts and Graphs*** ***Maps and Globes***				Read and use line graphs and circle graphs. Explain why and how Columbus reached the Americas. Analyze the effects of the Columbian Exchange on the eastern and western hemispheres. Describe Moctezuma II's rule over the Aztec empire. Explain how Hernando Cortez was able to conquer the Aztec. Identify major Spanish conquistadors of the Americas. Describe the growth of New Spain. Explain why the encomienda system and African enslavement developed in New Spain. Read and interpret an historical map.			

Unit:	**Early American settlements of North America in the 1660s to Colonial period of 1760s. —-JANUARY**

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Big Ideas:	
Unit Essential Questions:	What were the early American settlements of North America like in the 1660s? *How were the original 13 colonies settled?* *What was life like in the original 13 colonies?*

Concept & Pacing	Pa Core Standard	Key Vocabulary	Essential Questions	Competencies (skills, knowledge, abilities)	Mini-Lessons/Activities	Instructional Materials	Assessments
Rivalry between Spain and England – claiming land, exploration ***Searching for a Northwest Passage*** ***Explorers of North America*** ***Jamestown – John Smith, Powhatan*** ***Plymouth – Pilgrims, Mayflower Compact, Squanto*** ***Thinking Skills***	Social Studies Standards 8.1.6 A, B, C, D; 8.2.6 A, C, D; 8.3.6 A, B, C, D Reading Standards 1.1.4 A, C, D, F, G, H; 1.2.5 A,B; 1.5.5 A, B, C, D; 1.6.3 A, B, C , D, E, F Reading Anchors R5.A.1.2,3,4,6; R5.A.2.1,2,3,4,5,6 ; R5.A.3.1,2,3	Society, plantation, encomienda, missionary, mission charter House of Burgesses persecution	What were the early American settlements of North America like in the 1660s? *How were the original 13 colonies settled?*	Describe the rivalry between Spain and England in North America. Explain how the defeat of the *Armada* effected both Spain and England Define the Northwest Passage. Identify the explorers of the north Atlantic coast. Describe the beginning of Jamestown. Analyze the roles played by important people, such as Powhatan and John Smith, the founding of Jamestown. Explain who the Pilgrims were and why they left England. Explain why and with whom the Pilgrims held a Thanksgiving feast. Define fact and opinion Explain how to separate facts from opinions. Describe the Puritans' plan for Massachusetts Bay Colony. Analyze the Puritans' internal conflict and their problems with the Pequot.	Study Guide Current Events Various worksheets to reinforce skills Teacher made class work/homework Directed reading activities of text and/or supplemental materials Bell-ringers to initiate class discussion Large group, small group, pair-share discussions Note taking Map work Various Review activities	Scott Foresman Social Studies: The United States Publisher-made materials – Quick Study, Workbook, Vocabulary, Social Studies Plus, Every Student Learns Teacher-made materials School supplies	Chapter Tests – multiple choice, short answer, matching Explorer report Homework

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					Compare the Middle Colonies with the New England Colonies. Analyze William Penn' influence on the Middle Colonies. Analyze the reasons that the English founded Maryland and Georgia. Evaluate the geographical advantages of the Southern Colonies. Interpret elevation and relief maps.			

Unit:	**Colonial Period into the American Revolution - February**
Big Ideas:	
Unit Essential Questions:	*What was life like in the original 13 colonies?* *How did Spain, France, and Britain attempt to claim land in America?*

Concept & Pacing	Pa Core Standard	Key Vocabulary	Essential Questions	Competencies (skills, knowledge, abilities)	Mini-Lessons/Activities	Instructional Materials	Assessments
Puritans Massachusetts Bay Colony 13 colonies – New England, Middle, Southern Elevation and relief maps	Social Studies Standards 8.1.6 A, B, C, D; 8.2.6 A, C, D; 8.3.6 A, B, C, D Reading Standards 1.1.4 A, C, D, F, G, H; 1.2.5 A,B; 1.5.5 A, B, C, D; 1.6.3 A, B, C , D, E, F Reading Anchors R5.A.1.2,3,4,6;	Mayflower Compact dissenter Puritan Pilgrim proprietor indentured servant cash crop tributary King Philips's War backcountry French & Indian War	*What was life like in the original 13 colonies?* *How did Spain, France, and Britain attempt to claim land in America?*	Distinguish between indentured servants and enslaved captives. Analyze the English control of colonial trade. Explain the growth of the colonial economy in each region. Analyze triangular trade in the 1700s. Evaluate the effect of slave codes and the plantation system on the lives of African captives. Evaluate the achievements of Benjamin Franklin.	Study Guide Current Events Various worksheets to reinforce skills Teacher made class work/homework Directed reading activities of text and/or supplemental materials Bell-ringers to initiate class discussion	Scott Foresman Social Studies: The United States Publisher-made materials – Quick Study, Workbook, Vocabulary, Social Studies Plus, Every Student Learns Teacher-made materials School supplies Desk Maps	

Colonial trade Economy of the colonies Spanish missions – effect on Pueblo people Conflicts between Pueblo and Spanish ***Freedom of Speech*** ***Conflict between France and Great Britain in North America***	R5.A.2.1,2,3,4,5,6; R5.A.3.1,2,3	Pontiac's Rebellion Proclamation of 1763		Describe the growth of Philadelphia. Evaluate the uses of a climograph. Analyze the conflict between the Pueblo peoples and the Spaniards. Describe French exploration and settlement in North America. Explain how the fur trade became a source of wealth for France. Analyze the causes of the conflict between Britain and France. Evaluate the results of Britain's victory in the French and Indian War. Explain why Pontiac's Rebellion led to the Proclamation of 1763. Demonstrate the process of making conclusions. Describe the structure of colonial governments. Show how the trial of John Peter Zenger won support for the right of free speech.	Large group, small group, pair-share discussions Note taking Map work Various Review activities	Various additional teacher resource books	

Unit:	**American Revolution - March**
Big Ideas:	
Unit Essential Questions:	*How and why did America break its ties with Great Britain?*

Concept & Pacing	Pa Core Standard	Key Vocabulary	Essential Questions	Competencies (skills, knowledge, abilities)	Mini-Lessons/Activities	Instructional Materials	Assessments

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British taxes – Stamp Act, Townshend Acts Boston Massacre Boston Tea Party Declaration of Independence Continental Army – Redcoats/ Continentals, Patriots/Loyalists Turning Points of the American Revolution Articles of Confederation Northwest Ordinance – Northwest Territory	Social Studies Standards 5.1.3 E, F, H; 5.1.6 I, 5.3.6 B, G; 8.1.6 A, B, 8.1.6 A, B, C, D; 8.3.6 A, B, C, D Reading Standards 1.1.4 A, C, D, F, G, H; 1.2.5 A,B; 1.5.5 A, B, C, D; 1.6.3 A, B, C , D, E, F Reading Anchors R5.A.1.2,3,4,6; R5.A.2.1,2,3,4,5,6; R5.A.3.1,2,3	Parliament Stamp Act repeal Sons of Liberty Townshend Acts tariff boycott Daughters of Liberty Boston Massacre Committees of Correspondence Tea Act Boston Tea Party Intolerable Acts Patriot Loyalist First Continental Congress militia minutemen American Revolution Battle of Bunker Hill	*How and why did America break its ties with Great Britain?*	• Describe the structure of colonial governments. • Show how the trial of John Peter Zenger won support for the right of free speech. • Analyze the effects that British taxes had on the colonists' attitude towards Great Britain. • Explain how the Committees of Correspondence kept colonists informed about important events. • Analyze the outcome of the *First Continental Congress*. • Describe the first battles of the *American Revolution*. • Interpret political cartoons.	• Study Guide • Current Events • Various worksheets to reinforce skills • The New Nation Concentration (Harcourt Brace Game Time) • Teacher made class work/homework • Directed reading activities of text and/or supplemental materials • Bell-ringers to initiate class discussion • Large group, small group, pair-share discussions • Note taking • Map work • Various Review activities	Scott Foresman Social Studies: The United States Publisher-made materials – Quick Study, Workbook, Vocabulary, Social Studies Plus, Every Student Learns Teacher-made materials School supplies Desk Maps Various additional teacher resource books	Chapter Tests – multiple choice, short answer, matching Homework Battle presentation – choose one battle to research and present to the class Constitution quiz

Unit:	**April**
Big Ideas:	

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Unit Essential Questions:	*What major events occurred during the American Revolution?* *How was the Constitution written?*

Concept & Pacing	Pa Core Standard	Key Vocabulary	Essential Questions	Competencies (skills, knowledge, abilities)	Mini-Lessons/Activities	Instructional Materials	Assessments
Constitutional Convention – James Madison Virginia Plan/New Jersey Plan Great Compromise Constitution – Preamble, Checks and Balances, ratification, amendments Federalists/Antifederalists	5.1.3 E, F, H; 5.1.6 I, 5.3.6 B, G; 8.1.6 A, B, Reading Standards 1.1.4 A, C, D, F, G, H; 1.2.5 A,B; 1.5.5 A, B, C, D; 1.6.3 A, B, C , D, E, F C, D Reading Anchors R5.A.1.2,3,4,6; R5.A.2.1,2,3,4,5,6; R5.A.3.1,2,3	Treaty of Paris Second Continental Congress mercenary Continental Army Battle of Saratoga Declaration of Independence Green Mountain Boys Olive Branch Petition traitor Articles of Confederation legislative branch executive branch judicial branch Shay's Rebellion Northwest Ordinance Constitutional Convention VA Plan NJ Plan compromise Great Compromise Three-Fifths Compromise Preamble	*What major events occurred during the American Revolution?* *How was the Constitution written?*	● Analyze the events that led to the writing of the Declaration of Independence. ● Summarize the main points of the Declaration of Independence. ● Compare the British and American armies. ● Analyze the factors the turned the tide of war for the Continental Army. ● Explain how ordinary citizens helped the Continental Army. ● Analyze the factors that led to the American victory at Yorktown. ● Compare maps of different scales. ● Analyze the effect of the Articles of Confederation on relations between states. ● Explain why the Northwest Ordinance encouraged settlement of the Northwest Territory. ● Describe the basic structure of the Constitution. ● Analyze the system of checks and balances. ● Analyze the debate over ratifying the Constitution. ● Describe the Bill of Rights. ● Identify the point of view in a written passage.	● Analyze the effect of the Articles of Confederation on relations between states. ● Explain why the Northwest Ordinance encouraged settlement of the Northwest Territory. ● Describe the basic structure of the Constitution. ● Analyze the system of checks and balances. ● Analyze the debate over ratifying the Constitution. ● Describe the Bill of Rights. ● Identify the point of view in a written passage.	Scott Foresman Social Studies: The United States Publisher-made materials – Quick Study, Workbook, Vocabulary, Social Studies Plus, Every Student Learns Teacher-made materials School supplies Desk Maps Various additional teacher resource books	

		reserved powers separation of powers checks and balances veto Federalists Anti-Federalists amendment Bill of Rights					

Unit:	**The early years of United States - May**
Big Ideas:	
Unit Essential Questions:	*How did the United States change and grow in its early years?*

Concept & Pacing	Pa Core Standard	Key Vocabulary	Essential Questions	Competencies (skills, knowledge, abilities)	Mini-Lessons/Activities	Instructional Materials	Assessments
Westward Expansion Louisiana Purchase – Lewis and Clark, Sacagawea War of 1812 – causes, role of Native Americans	Social Studies Standards 8.1.6 A, B, C, D; 8.3.6 A, B, C, D Reading Standards 1.1.4 A, C, D, F, G, H; 1.2.5 A,B; 1.5.5 A, B, C, D; 1.6.3 A, B, C , D, E, F Reading Anchors R5.A.1.2,3,4,6; R5.A.2.1,2,3,4,5,6; R5.A.3.1,2,3 Social Studies Standards 7.1.3 A;	nationalism Era of Good Feelings Monroe Doctrine suffrage Indian Removal Act Trail of Tears Industrial Revolution manufacture cotton gin mechanical reaper	*How did the United States change and grow in its early years?*	• Westward Expansion • Louisiana Purchase – Lewis and Clark, Sacagawea • War of 1812 – causes, role of Native Americans • Jackson presidency • Indian Removal Act – Trail of Tears • Geography of Canada • Government of Canada • Economy of Canada • Canadian culture	• Describe the geography of the U.S. around 1800. • Explain how Daniel Boone led settlers into the land that became the state of Kentucky. • Explain how the states decided on the location of the U.S. capital. • Explain why Jefferson made the Louisiana Purchase. • Describe the Lewis and Clark expedition. • Analyze the causes of the War of 1812. • Describe the role of Native Americans in the War of 1812.	Scott Foresman Social Studies: The United States Publisher-made materials – Quick Study, Workbook, Vocabulary, Social Studies Plus, Every Student Learns Teacher-made materials School supplies Desk Maps Various additional teacher resource books	

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Jackson presidency Indian Removal Act – Trail of Tears	7.1.6 A, B; 7.2.6 A; 7.3.3 B, D, E; 7.3.6 A, C; 7.4.3 A, B Reading Standards 1.1.4 A, C, D, F, G, H; 1.2.5 A,B; 1.5.5 A, B, C, D; 1.6.3 A, B, C , D, E, F Reading Anchors R5.A.1.2,3,4,6; R5.A.2.1,2,3,4,5,6; R5.A.3.1,2,3 Math Standards M5.A.1.4.1,2; M5.B.2.2.3; M5.E.1.1.1	canal reform abolitionist Seneca Falls Convention			• Analyze the status of citizens' rights during Jackson's presidency. • Describe the removal of Native Americans to Indian Territory • Describe the government of Canada • Identify Canada's Provinces and Territories • Explain important events in Canada's history		

Unit:	**Canada & Mexico, Economics - June**
Big Ideas:	Personal economics as related to national; Canadian geography; Fundamental Canadian cultural geography
Unit Essential Questions:	*What do we need? What do we want*? *How does scarcity influence choices and behavior?* *How does supply and demand affect our economy and the choices I make?* *How do productivity, employment and financial investment affect our national economy?* *How does the geography of Canada affect its people and economy?*

Concept & Pacing	Pa Core Standard	Key Vocabulary	Essential Questions	Competencies (skills, knowledge, abilities)	Mini-Lessons/Activities	Instructional Materials	Assessments
~Goods and services ~Resources ~Needs and wants ~Distribution ~Supply and demand ~Economic cycles	Social Studies Standards 6.1.6 A, B, C, D; 6.3.6 A-F Reading Standards 1.1.4 A, C, D, F, G, H; 1.2.5 A,B; 1.5.5 A, B, C, D;	Supply demand Scarcity Checking Savings budget plan inflation	*What do we need? What do we want*? *How does scarcity influence choices and behavior?* *How does supply and demand affect our economy and the choices I make?*	• Goods and services • Resources • Needs and wants • Distribution • Supply and demand • Economic cycles • Commercials • Money and budgeting • Describe the government of Canada	• Distinguish between needs and wants. • Give examples that show how scarcity and choice govern our economic decisions. • Identify examples of private and public goods and services. • Describe the influence of incentives, values,	Scott Foresman Social Studies: The United States Publisher-made materials – Quick Study, Workbook, Vocabulary, Social Studies Plus, Every Student Learns Teacher-made materials	*Anytown Economics* worksheets C10-C13, C20-C24, C32-C34, C38-C42, C52-C59, C68-C74 Needs and Wants Quiz – T/F, fill in the

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~Commer-cialism ~Money and budgeting	1.6.3 A, B, C , D, E, F Reading Anchors R5.A.1.2,3,4,6; R5.A.2.1,2,3,4, 5,6; R5.A.3.1,2,3		*How do productivity, employment and financial investment affect our national economy?* *How does the geography of Canada affect its people and economy?*	• Identify Canada's Provinces and Territories • Explain important events in Canada's history • Geography of Canada • Government of Canada • Economy of Canada • Canadian cultur	traditions, and habits on economic decisions. • Give examples of the various institutions that make up economic systems such as families, workers, banks, labor unions, government agencies, small businesses, and large corporations. • Create a budget. • Complete a check and keep a register • *Anytown Economics* simulations 3 and 4 • Current Events • Teacher made class work/homework • Directed reading activities of text and/or supplemental materials • Bell-ringers to initiate class discussion • Large group, small group, pair-share discussions • Note taking • Map work • Various Review activities	School supplies Desk Maps Various additional teacher resource books	blank, short answer Supply and Demand Quiz – graph, short answer Teacher observations

Unit:	
Big Ideas:	
Unit Essential Questions:	

Concept & Pacing	Pa Core Standard	Key Vocabulary	Essential Questions	Competencies (skills, knowledge, abilities)	Mini-Lessons/Activities	Instructional Materials	Assessments

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