

Wilson Area School District Planned Course Guide

Title of planned course: Grade 5 Social Studies

Subject Area: Social Studies

Grade Level: 5th

Course Description: This course provides students with an understanding of the world focused on the four domains of Social Studies; Geography, History, Civics and Government and Economics.

Time/Credit for this Course: One full academic year

Curriculum Writing Committee: Erin Anagnost and Lizzie Bakhuizen

Curriculum Map

MP1: Geography (Aug-Oct)

- Landforms & Bodies of Water
- Map Skills
 - Compass Rose
 - Latitude & Longitude
 - Regions
- 50 States & 50 Capitals
- Interactions between People & Environment
 - Interdependent to each other
 - Physical Systems

MP 2: History (Oct-Jan)

- PA Geography and History Review
- Fact versus Opinion
- Analyze and evaluate different viewpoints about historical events
- Primary versus Secondary Sources
 - Considering the potential biases and perspectives of the authors
- US History Lesson
 - Historical documents (non-fiction texts), primary sources
 - Investigate historical artifacts (clothing, tools, objects of significant events)
 - Research historical places (maps, photos, artwork)

MP 3: Civics and Government (Jan-Mar)

- Rule of Law & Democracy
- Roles of the Government: classroom, community, state level and national level
- Discuss liberty/freedom, justice, equality
- Three Branches of Government
- Analyze primary sources: *Declaration of Independence, Constitution, Bill of Right, Pennsylvania Constitution*
- Individual rights
- Leadership & public service
- Types of governments around the world
- Global citizenship

MP 4: Economics (Mar-EOY)

- Scarcity and Resources
- Wants and Needs
- Choices and Economic Consequences
- Producer & Consumer
- Market Competition
- Advertising
- Factors that influence price
- Economic Systems
- Income and Wealth

Wilson Area School District Planned Course Materials

Course Title: Grade 5 Social Studies

Supplemental Books:

- *Bud, Not Buddy* Christopher Paul Curtis
- *Number the Stars* Lowis Lowry
- HMH Module 4: *Wild West*

Teacher Resources:

- Shared folder
- Online resources
- EdPuzzle
- Junior Scholastic
- Various media outlet articles for relevant current events
- CNN 10 Student News

Curriculum Scope & Sequence

Planned Course: Grade 5 Social Studies

Unit: Geography

Time frame: 10 weeks (1 marking period)

State Standards and Anchor(s) or adopted anchor:

- 7.1.5.A Describe how common geographic tools are used to organize and interpret information about people, places, and environment.
- 7.1.5.B Describe and locate places and regions of the United States as defined by physical and human features.
- 7.2.5.A Describe the characteristics of places and regions of the United States.
- 7.2.5.B Identify the basic physical processes that affect the physical characteristics of places and regions

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 Pangea
- 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
- Describe the characteristics of places and regions of the United States
- Identify bordering continents and countries of the United States

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

- Continents and Map Skills:
 - View and interact with slideshow presentations on the 7 continents and 5 oceans
 - Research one continent and create a presentation
 - Observe other projects and find answers to specific questions about each continent.
 - Explore the shapes of the continents and how they fit together (Pangea)
 - Discuss Continental Drift
 - Use Skcratch to code each continent
 - Create and complete and interactive notebook
 - Use the continents to create a map of the world's land and water (summative assessment)
 - Connect map concepts and key vocabulary to their lives
- Landforms:
 - View and interact with slideshow presentations on landforms
 - Sort various types of landforms
 - Participate in landforms Jeopardy
 - My Life Island - students use what they learned about landforms and maps to complete their own artistic representation of their own island
- US Regions
 - Explore and research the 5 regions of the United States.

- States and Capitols
 - Research a state
 - Label the 50 states and their capitals
 - State labeling assessment

Extensions:

- Integration of technology
- PowerPoint Presentations and Google Slides Presentations
- Writing assignments to explore concepts further
- Differentiated texts/activities
- Analyze current events to develop media literacy skills

Remediation:

- Vocabulary lists with definitions
- Differentiated texts and/or student projects
- Modified maps with labels/colors/map key
- Student copy of maps
- Independent study

Instructional Methods:

- Whole group instruction/direct instruction
- Guided/independent practice/reading
- Online state and capitol interactive map games

Materials & Resources: Shared Social Studies Materials Folder

Assessments:

- World Map Creation
- My Life Island
- US Regions research project
- Labeling the United States Assessment

Curriculum Scope & Sequence

Planned Course: Grade 5 Social Studies

Unit: History

Time frame: 10 weeks (1 marking period)

State Standards and Anchor(s) or adopted anchor:

- 5.1.5.F Explain the significance of state symbols, national symbols, and national holidays.
- 8.1.5.B Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events.
- 8.1.5.C Locate primary and secondary sources for the research topic and summarize in writing the findings
- 8.2.5.B Illustrate concepts and knowledge of historical documents, artifacts, and places critical to Pennsylvania history
- 8.2.5.C Differentiate how continuity and change in PA history are formed and operate
- 8.2.5.D Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania for responding to individual and community needs
- 8.3.5.A Compare and contrast common characteristics of the social, political, cultural and economic groups in United States history
- 8.3.5.B Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States history
- 8.3.5.D Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States
- 8.4.5.A Compare and contrast common characteristics of the social, political, cultural, and economic groups in world history
- 8.4.5.B Illustrate concepts and knowledge of historical documents, artifacts, and sites, which are critical to World history

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

- Differentiate between fact and opinion
- Read and interpret primary and secondary sources
- Gain foundational knowledge of historical documents and artifacts relevant to PA history
- Explain how conflicts arise and how they can be resolved
- Analyze patterns of historical conflict and the significance they had/have on the developing world
- Analyze the root causes of conflict throughout US history
- Analyze artifacts and documents related to US history and World history

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

- PA Geography Lesson
 - Map review
- PA History Journal Project (Review Lesson)
 - Geography
 - Nature & Landmarks
 - Pre-Statehood through the 2000s
 - Important People
 - Culture & Current Events
- Read about the difference between fact and opinion

- Identify adjectives used in fact and adjectives used in opinion pieces
- Learn about research skills:
 - Lesson 1: What makes a strong and reliable source of information?
 - Lesson 2: Where should we generally look to find strong sources of information?
- Conflict Resolution PATHS lessons
 - Respecting Others When You Disagree
 - What is Conflict?
 - Solving Conflicts With the Golden Rule
 - Solving the Problem: “I” Statements
 - When Others Are Angry
- Respond to prompts as Journal Entries on
 - Westward expansion
 - Independence
 - Native Americans
 - 13 Colonies
 - European Exploration
 - American Revolution
 - Civil War and the New Nation
 - WWI and beyond
- U.S. and PA Constitution compare and contrast
- Read and learn how our nation was built [Building our Nation - Scholastic](#)

Extensions:

- PowerPoint and Google Slides presentations
- Independent study
- Analyze current events to develop media literacy skills

Remediation:

- Vocabulary lists with definitions
- Differentiated texts and/or student projects
- Modified tests and quizzes
- Reread selections in small groups
- Online support for vocabulary and concepts

Instructional Methods:

- Whole group instruction/direct instruction
- Guided/independent practice/reading
- Literacy circles for *Number the Stars* unit
- Learning stations

Materials & Resources:

- HMH Pioneer Story
- PATHS Conflict Resolution lesson
- *Number the Stars* Lowry

Assessments:

- Westward expansion Quiz
- Independence Quiz
- Native Americans Quiz
- 13 Colonies Quiz
- European Exploration Quiz
- American Revolution Quiz

Curriculum Scope & Sequence

Planned Course: Grade 5 Social Studies

Unit: Civics and Government

Time frame: 10 weeks (1 marking period)

State Standards:

- 5.1.5.A Understand the rule of law in protecting property rights, individual rights and the common good
- 5.1.5.B Describe the basic purposes of government in the classroom, school, community, state, and nation
- 5.1.5.C Describe the principles and ideals shaping local state, and national government
- 5.1.5.D Interpret key ideas about government found in significant documents
- 5.1.5.E Identify the individual rights guaranteed by the PA Constitution and the U.S. Constitution
- 5.2.5.A Identify individual rights and needs and the rights and needs of others in the classroom, school, community, state, and nation
- 5.2.5.B Identify behaviors that promote cooperation among individuals
- 5.2.5.C Explain why individuals become involved in leadership and public service
- 5.2.5.D Identify specific ways individuals participate in school and community activities
- 5.3.5.A Describe the responsibilities and powers of the three branches of government
- 5.3.5.B Describe how the elected representative bodies function in making local, state, and national laws

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

- Understand the basic foundational laws of United States society
- Identify the purpose and need for government at the school, local and national levels
- Identify the basic structure of the United States government
- Analyze significant documents that shaped United States government structure and function
- Identify the rights given to United States citizens by the United States *Constitution*
- Explore various leadership roles and public service
- Identify behaviors becoming of a leader and in which contribute to collaboration
- Identify the 3 branches of government and explain their roles and responsibilities

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

- Complete a Government Notebook
- Learn about the 3 branches of government
- Sort the people involved in each branch of government
- Take notes on each branch of government
- Learn about Separation of Powers
- Explore Important Documents
 - Declaration of independence
 - Bill of Rights
 - US Constitution
 - PA state constitution
- Explore and interpret the meaning of documents
- Learn about what a mayor does
- Watch a video on the election and inauguration of a president
- Watch a video and learn about what it means to be a governor
- Complete and participate in PATHS Leadership lesson

Extensions:

- Integration of technology
- PowerPoint and Google Slides Presentations
- Writing assignments to explore concepts further
- Differentiated texts and activities
- Analyze current events to develop media literacy skills

Remediation:

- Vocabulary lists with definitions
- Independent study
- Differentiated projects and activities
- Modified primary sources
- Guided notes

Instructional Methods:

- Whole group
- Scaffolded reading practice
- Direct instruction
- Introductory/supplemental videos

Materials & Resources:

- PATHS leadership lesson
- BrainPOP
- PBS Learning

Assessments:

- Executive branch Quiz
- Legislative Branch Quiz
- Judicial Branch Quiz
- Important Documents Test
- Government DBQ

Curriculum Scope & Sequence

Planned Course: Grade 5 Social Studies

Unit: Economics

Time frame: 10 weeks (1 marking period)

State Standards:

- 6.2.5.A Describe how goods and services are distributed
- 6.2.5.C Explain how advertising causes people to change their behavior in predictable ways
- 6.2.5.D Identify factors that cause changes in price
- 6.2.5.G Describe various economic systems (Traditional- farming and bartering, Market- supply and demand, private businesses making decisions, Command- controlled by the government)
- 6.4.5.D Identify various economic and non-economic organizations that contribute to interaction among individuals and nations
- 6.5.5.A Describe how the availability of goods and services is made possible by the work of members of the society
- 6.5.5.B Differentiate the requirements for different careers and occupations
- 6.5.5.G Identify the costs and benefits of saving
- 6.5.5.H Identify the costs and benefits of borrowing
- 8.1.5.A Identify and explain the influences of economic features on continuity and change over time

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

- Identify how the economy functions and changes over time
- Describe how good and service are distributed
- Explain how advertising tactics changes peoples behavior
- Identify causes of price increase
- Describe traditional, market and command economies
- Identify organizations that play a crucial role in cooperation and collaboration among nations
- Explain how members of society provide availability of goods and services
- Describe the different careers/occupations and their role in society
- Identify the costs and benefits of saving
- Identify the costs and benefits of borrowing

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

- Read about basic economic principles
- Complete lessons on basic economic concepts
 - Lesson 1: Basic Economic Concepts - specialization, capital goods, resources, division of labor
 - Lesson 2: The function of households and private businesses in our economy
 - Lesson 3: The function of the banking and the government sectors in our economy
 - Lesson 4: Consumers, Producers, Supply, and Demand
 - Lesson 5: A personal budget and how to spend money wisely
- Read about the Great Depression and connect to *Bud, Not Buddy*

Extensions:

- Integration of technology
- Power Point and Google Slides Presentations
- Analyze current events to develop media literacy skills

Remediation:

- Vocabulary lists with definitions
- Independent study
- Differentiated texts
- Introductory/supplemental videos

Instructional Methods:

- Whole group
- Guided/independent practice/reading
- Direct instruction
- Literacy circles for *Bud, Not Buddy*

Materials & Resources:

- *Bud, Not Buddy*
- BrainPOP
- *Junior Scholastic Magazine*

Assessments:

- Lesson 1 Quiz
- Lesson 2 Quiz
- Lesson 3 Quiz
- Lesson 4 Quiz
- Lesson 5 Quiz