



5th Grade Social Studies

Curriculum

June 2026



Fifth Grade Social Studies Scope and Sequence (Units and lessons are to be followed in order)

Unit One: America's Geographic Setting

Summary: Physical geography, regional climate, and native vegetation interact to heavily influence where humans choose to settle, how they live, and how a nation's history unfolds. In this lesson, students will recognize the essential tools used to navigate and study Earth, such as globes, compasses, and the global grid of latitude and longitude coordinates. They will learn about the political geography of the United States, including its 50 states, capitals, and boundaries. Students will explore the key components of diverse map types—such as political, physical, and data-driven climate or population maps—and will be able to describe geographical elements including oceans, seas, gulfs, bays, lakes, rivers, mountains, plains, hills, valleys, peninsulas, capes, islands, and deltas.

Lessons	Timeframe
Geography of the United States	Weeks 1-4

Unit 2: Colonial Times

In this unit, students will investigate how geographic factors affected the development of colonial America. They will learn about early settlements like Roanoke, Jamestown, and Plymouth, exploring how environmental challenges like coastal sandbars and isolation influenced survival. Students will compare the distinct regional characteristics of the New England, Middle, and Southern colonies, analyzing how differences in soil and climate led to unique economies—from rocky-soiled fishing communities to fertile cash-crop plantations. Additionally, students will examine the history of slavery in the Americas by analyzing primary sources detailing the journeys of enslaved Africans. They will explore how the demand for cheap labor to extract natural resources and farm cash crops drove the development of the transatlantic triangular trade system. Finally, students will learn how geography influenced daily life, commerce, and government infrastructure in colonial communities like Williamsburg.

Lessons	Timeframe
Early English Settlements	Weeks 5-7
Comparing the Colonies	Weeks 8-10
Slavery in the Americas	Weeks 11-13
Life in Colonial Williamsburg	Weeks 14-16

Unit 3: Civics and Economics in America

In this unit, students will examine what it means to "forge a union with purpose" by studying the structural framework of the United States government. They will learn about the creation of the U.S. Constitution, exploring how it addressed the structural weaknesses of the Articles of Confederation by separating federal power into legislative, executive, and judicial branches governed by a system of checks and balances. Students will investigate the Bill of Rights to discover how daily individual liberties such as freedom of speech were explicitly codified in response to historical colonial grievances with Great Britain. Additionally, students will define the role of an active citizen in a democracy through community improvement and civic engagement. Finally, they will explore the dynamics of a free market economy, analyzing how the interactions between producers and consumers shape money, trade, and business in America.

Lessons	Timeframe
The Constitution	Weeks 17-18
The Bill of Rights	Weeks 19-20
Our Role in Government	Weeks 21-22
Shaping America's Economy	Weeks 23-26

Unit 4: Manifest Destiny to Today

In this unit, students will investigate how technology has reshaped the United States from the 1800s to the modern era. They will learn how breakthroughs like steamboats, canals, railroads, and the telegraph improved travel and trade during the period of Manifest Destiny. Students will explore the experiences of different groups in the American West and see how tools like mining sluices were used to handle environmental challenges. Additionally, students will analyze how technology drove the nation apart, examining how factory growth in the North contrasted with the South's reliance on farming inventions like the cotton gin, deepening economic divisions over slavery before the Civil War. They will discover how the war itself was changed by new weapons like rifles, while railroads and telegraphs allowed leaders like Abraham Lincoln to move troops and send battlefield orders quickly. Finally, students will trace the impact of innovation into modern times, studying how the Cold War space race advanced satellites and rockets, and predicting how future technology will shape American society.

Lessons	Timeframe
Manifest Destiny and Settling the West	Weeks 27-28
The Diverse Peoples of the West	Weeks 29-30
The Causes of the Civil War	Weeks 31-32
The Civil War	Weeks 33-34
The Modern United States	Weeks 35-36

UNIT 1 - America's Geographic Setting

Unit 1 Essential Questions: Did the benefits of European exploration outweigh the costs?

Mandatory Textbook: Social Studies Alive! America's Past

LESSON 1 (Weeks 1-4) Geography of the United States

Lesson 1 Overview: Use geographic skills to find places on Earth's surface. Create political and physical maps.

Academic Vocabulary: climate, compass, geography, globe, government, landform, latitude, longitude, physical feature, vegetation

Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
Lesson 1 - What can geography teach us about the United States?	Students will be able to... <ul style="list-style-type: none"> Identify key elements of a world map and key geographic terms. Use latitude and longitude to determine absolute locations on Earth Label major physical features of the United States. Draw and label a map. 	1. Preview <ul style="list-style-type: none"> Introduce the basic meaning of the word geography using your first presentation slide. Put students in pairs. Have them look at a United States relief map. Look at a mix of historical photographs and maps together. Have students click to expand the images and write down their initial thoughts about how geography impacts history in their Preview Activity Notes. 2. Vocabulary <ul style="list-style-type: none"> Present the 10 key terms for this lesson.. Play the online drag-and-drop game Have students complete their Vocabulary Activity Notes. 3. Whole Class Activity: Global Map Skills	<ul style="list-style-type: none"> Discussion Optional: Play online review game Show What You Know-Make a Local Map TCI Assessment-Geography of the United States 	6.2.5.A: Describe how consumers purchase goods and services from producers. 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 as defined by physical and human features. 7.2.5.A: Identify the physical characteristics of places and regions. 7.2.5.B: Identify the basic physical processes that shape the earth's surface. 7.3.5.A: Identify the human characteristics of places and regions by their population characteristics, settlement patterns, and economic activities. 7.4.5.A: Describe how people adapt to the physical

		<ul style="list-style-type: none"> • Have students read Sections 1 and 2 of the lesson text. • Show the class a globe, a satellite photo of Earth, and a flat world map. Discuss when it is best to use each one. • Use slide to teach students how a compass rose, the equator, the prime meridian, and lines of latitude and longitude work. <p>4. Activity 1- Geography Challenge A</p> <ul style="list-style-type: none"> • Have students sit with a partner. One student from each pair walks to the front to pick up a Geography Challenge A card. • Pairs use latitude and longitude coordinates to find places on a map and record their answers in their Hands-On Activity Notes. • When finished with a card, students return it to the front, get it checked by the teacher, and grab a new card until time runs out. <p>5. Activity 2: Mapping the United States</p> <ul style="list-style-type: none"> • Map the States: Read Section 3 of the text. Have students label all 50 states and capitals in their notes. • Read Section 4 about water and landforms. Practice defining the 15 physical features as a class, then have students find them on a map using presentation slides. <p>6. Activity 3: Geography Challenge B:</p> <ul style="list-style-type: none"> • Run this just like Challenge A. Partners send one person to the front to grab a Geography Challenge B card. 		<p>environment.</p> <p>7.4.5.B: Describe how people depend on, adapt to, and modify the environment.</p> <p>8.1.5.B: Classify and interpret primary and secondary sources and the timelines of key events.</p> <p>8.1.5.C: Differentiate between fact and opinion, multiple points of view, and primary and secondary sources.</p> <p>8.2.5.C: Differentiate how continuity and change have impacted Pennsylvania history.</p> <p>8.2.5.C.5: Social, political, and cultural contributions of individuals and groups.</p> <p>8.3.5.B: Illustrate the concepts of continuity and change over time in United States history.</p> <p>8.3.5.C: Differentiate how continuity and change have impacted United States history.</p> <p>8.3.5.C.5: Social, political, and cultural contributions of individuals and groups.</p> <p>17.2.3-5.A Describe how people receive income (e.g., work, gifts, renting property).</p>
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		<ul style="list-style-type: none"> ● Pair identify physical features across the United States and bring their cards back to the front to be checked. ● (Optional Extension): Assign one card to each group and have them present the question, the answer, and a fun fact about that landform to the class. <p>7. Summary</p> <ul style="list-style-type: none"> ● Read through the final lesson summary text together. ● Show What You Know: In their <i>Student Journals</i>, have students draw a physical map of their own local community. The map must include a title, a map key, and a compass rose. <p>Optional: The following Social Studies Stories activities may be used as a mini lesson:</p> <ul style="list-style-type: none"> ● “Where Geography Meets History” ● “Recording Lakota History” ● “Four Young Native Americans” ● “Changes in Europe Spur Exploration” ● “Who Wins Florida?” 		
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UNIT 2 -Colonial Times

Unit 2 Essential Question: How did geography affect the development of colonial America?

Mandatory Textbook: Social Studies Alive! America's Past

LESSON 6 (Weeks 5-7) Early English Settlements

Lesson 6 Overview: View three pieces of European art depicting early life in Roanoke, Jamestown, and Plymouth. Compete against your peers to have your assigned piece of art be the star of the show in a museum exhibition.

Academic Vocabulary: colonist, democratic, Mayflower Compact, monarchy, representative government, settlement

Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
Lesson 6 - What challenges did the first English colonies face?	<p>Students will be able to...</p> <ul style="list-style-type: none"> Compare and contrast the three English settlements of Roanoke, Jamestown, and Plymouth. Locate Native American and English settlements on a map of colonial southern New England. Develop and use specific criteria as individuals and in groups to assess works of art. 	<p>1. Preview</p> <ul style="list-style-type: none"> Use the introductory presentation slide to have students look at a map and find the locations of Roanoke, Jamestown, and Plymouth. Have students role-play as art historians. Divide them into groups to compare and contrast three historical pieces of art showing early colonial life. Read the lesson introduction. Instruct students to complete their <i>Preview Activity Notes</i> by giving the artwork a new title and writing three analytic questions for each piece. <p>2. Vocabulary</p> <ul style="list-style-type: none"> Introduce Words: Present the 6 core vocabulary terms. Play a Game: Use the online drag-and-drop game to quickly verify how well students understand the definitions. 	<ul style="list-style-type: none"> Discussion Optional: Play online review game Show What You Know- Painting Analysis Paragraph TCI Assessment- Early English Settlements 	<p>5.1.5.F: Explain the significance of symbols, slogans, and mottoes to organizations and nations.</p> <p>5.3.5.F: Explain how different organizations provide for the health and safety of their community</p> <p>6.1.5.A: Explain how limited resources and unlimited wants cause scarcity.</p> <p>6.1.5.C: Analyze how the allocation of resources has a direct impact on the production of goods and services.</p> <p>6.1.5.D: Explain how people make choices and how those choices involve trade-offs and opportunity costs.</p> <p>6.2.5.A: Describe how the location of resources and transportation have affected Pennsylvania economic patterns.</p> <p>6.5.5.D: Describe the role of entrepreneurs in the economy.</p> <p>6.5.5.F: Define and provide</p>

		<ul style="list-style-type: none"> Complete the Table: Have students fill in the correct terms next to their corresponding definitions in their <i>Vocabulary Activity Notes</i>. <p>3. Activity: Exploring Colonialism Through Art</p> <ul style="list-style-type: none"> Read the presentation rules and scoring criteria as a class. Explain that groups will compete to pitch their assigned historical painting to be the "star of the show" at a museum exhibition. Review the types of evidence students should look for: <ul style="list-style-type: none"> <i>Artistic Elements</i> <i>Emotions</i> <i>Historical Significance</i> Divide the class into three groups. Have students read their assigned text section and complete their <i>Hands-On Activity Notes</i> to gather evidence. Present the Pitch: Call each group to the front to present their arguments while you keep a running score tally on the board. Award Museum Space: Total the points. Use the final interactive slide to reveal the placements, dragging and dropping the artwork into premium locations A, B, or C based on how well the groups scored. <p>4. Summary</p> <ul style="list-style-type: none"> Read through the final lesson summary text together. Show What You Know: Have students independently look at a final painting, <i>The Pilgrims in</i> 	<p>examples of human capital.</p> <p>7.1.5.A: Describe how common geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>7.1.5.B: Describe and locate places and regions as defined by physical and human features.</p> <p>8.1.5.B: Classify and interpret primary and secondary sources and the timelines of key events.</p> <p>8.1.5.C: Differentiate between fact and opinion, multiple points of view, and primary and secondary sources.</p> <p>8.3.5.D.1: Identify and describe examples of conflict and cooperation that have shaped United States history: Ethnicity and race.</p> <p>8.3.5.D.4: Identify and describe examples of conflict and cooperation that have shaped United States history: Military conflict.</p> <p>17.1.3-5.B: Identify the opportunity cost of various financial decisions.</p> <p>17.2.3-5.G: Describe how people earn income through Entrepreneurship.</p> <p>17.3.3-5.A: Explain factors that influence spending decisions and prioritized wants.</p>
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		<p><i>Massachusetts</i>. Instruct them to write a short paragraph explaining what the painting reveals about early English settlements.</p> <p>Optional: The following Social Studies Stories activities may be used as a mini lesson:</p> <ul style="list-style-type: none"> • “King Philip’s War: Native Americans and Europeans Clash in New England” • “Working in the Colonies” • “How Enslaved Africans Kept Hope Alive” • “A Religious Revival in the Colonies” 		
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LESSON 7 (Weeks 8-10) Comparing the Colonies

Compare and contrast six early English colonies using a graphic organizer. Read about diverse historical perspectives from the 1600s. Then rank colonial belief statements and engage in respectful discussions.

Academic Vocabulary: *assembly, economy, grant, indentured servant, industry, plantation*

Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
Lesson 7 - How were the three colonial regions alike and different?	<p>Students will be able to...</p> <p><i>Social Studies</i></p> <ul style="list-style-type: none"> • Identify key features of six colonies: Massachusetts Bay, Rhode Island, New York, Pennsylvania, 	<p>1. Preview</p> <ul style="list-style-type: none"> • Share the <i>Preview</i> slide with students. • Read the lesson introduction together as a class. • Direct students to open their <i>Preview Activity Notes</i>. Have them locate and label the 13 colonies, then color-code them into the three distinct colonial regions. <p>2. Vocabulary</p> <ul style="list-style-type: none"> • Formally introduce the 6 core lesson 	<ul style="list-style-type: none"> • Discussion • Optional: Play online review game • Student Presentations • Show What You Know: Write an evidence-based paragraph. • TCI Assessment-Comparing the Colonies 	<p>5.2.5.C: Explain why individuals become involved in leadership and public service.</p> <p>5.2.5.D: Identify specific ways individuals participate in school and community activities.</p> <p>5.3.5.G: <i>The text for this grade level is designated as.</i></p> <p>6.1.5.A: Explain how scarcity and choices require individuals, businesses, and</p>

	<p>Maryland, and Georgia.</p> <ul style="list-style-type: none"> Explore historical events from multiple perspectives. • Compare and contrast the New England, Middle, and Southern colonies. Draw conclusions from a map. <p><i>Language Arts</i></p> <ul style="list-style-type: none"> Prepare and deliver a persuasive presentation. (speaking) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (reading) Explain the similarities (relationships or interactions) between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific 	<p>terms.</p> <ul style="list-style-type: none"> Have students play the online drag-and-drop game. Instruct students to complete the cloze (fill-in-the-blank) sentences in their <i>Vocabulary Activity Notes</i>. <p>3. Activity A: Comparing the Early English Colonies</p> <ul style="list-style-type: none"> Pair up students and assign each pair one of the six early English colonies. Review the activity directions on the first slide. Have partner groups read the text section for their assigned colony and fill out their specific row in the <i>Hands-On Activity Notes</i> graphic organizer. Have students gather the remaining data. Project the activity slide to review. <p>4. Activity B: English Colonization Through Multiple Perspectives</p> <ul style="list-style-type: none"> Divide students into groups of three and pass out one pre-assembled historical figure mini-book (from the <i>Activity Cards</i>) to each group. Read Slides 1 and 2 as a class. Review Slides 3–6. Have students take turns reading their assigned mini-book aloud, discuss the slide questions, and fill out their <i>Hands-On Activity Notes</i>. Assign each group one of the four belief statements. Use the presentation slides to facilitate the group pitches. Conclude the activity with a class-wide discussion. <p>5. Summary</p> <ul style="list-style-type: none"> Read the final lesson summary 		<p>governments to make decisions.</p> <p>6.1.5.B.1: Describe the immediate and long-term incentives that influence choices made by consumers.</p> <p>6.1.5.B.2: Describe the incentives that influence choices made by producers.</p> <p>6.1.5.C: Define opportunity cost and apply the concept to a personal economic choice.</p> <p>6.4.5.A: Compare the features of different types of currency (e.g., commodity, fiat, digital) and explain how currency makes trading easier.</p> <p>6.4.5.B: Explain how specialization can affect a region's economy and its interdependence on other areas.</p> <p>7.1.5.A: Describe how common geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>7.1.5.B: Describe and locate places and regions as defined by physical and human features.</p> <p>7.3.5.A: Identify and explain how the physical and human characteristics of places and regions are connected.</p> <p>7.4.5.A: Identify and explain how physical environment affects people.</p> <p>7.4.5.B: Identify and explain how people affect the physical environment.</p> <p>8.1.5.B: Differentiate between fact and opinion, multiple points of view, primary and secondary sources to explain historical events.</p> <p>8.2.5.B: Illustrate and explain</p>
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	<p>information in the text. (writing)</p> <ul style="list-style-type: none"> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (reading, writing) 	<p>together.</p> <ul style="list-style-type: none"> Show What You Know: Instruct students to independently write one or more evidence-based paragraphs comparing the similarities and differences between the New England, Middle, and Southern colonies. <p>Optional: The following Social Studies Stories activities may be used as a mini lesson:</p> <ul style="list-style-type: none"> “King Philip’s War: Native Americans and Europeans Clash in New England” “Working in the Colonies” “How Enslaved Africans Kept Hope Alive” “A Religious Revival in the Colonies” 		<p>how historical documents, artifacts, and places distinguish Pennsylvania history.</p> <p>8.2.5.C: Differentiate how continuity and change can affect Pennsylvania history.</p> <p>8.3.5.B: Illustrate and explain how historical documents, artifacts, and places distinguish United States history.</p> <p>8.3.5.C: Differentiate how continuity and change can affect United States history.</p>
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LESSON 8 (Weeks 11-13) Slavery in the Americas

Lesson 8 Overview: Dive deeper into the history of slavery in the Americas by analyzing primary sources, images, and literature from different parts of the journey enslaved Africans experienced.

Academic Vocabulary: *auction, enslaver, Middle Passage, overseer, triangular trade*

Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
<p>Lesson 8</p> <p>What was the impact of slavery on African people?</p>	<p>Students will be able to...</p> <p><i>Social Studies</i></p> <ul style="list-style-type: none"> Describe life in West Africa in the 1500s and how the trade of enslaved people began. Identify the components of triangular trade. 	<p>1. Preview</p> <ul style="list-style-type: none"> Read the introductory text of the lesson aloud with the class. Project the Preview slide. Click the orange buttons to share details about the two paintings depicting slave auctions. Instruct students to record their personal observations and reflections about the paintings in their <i>Preview Activity Notes</i>. 	<ul style="list-style-type: none"> Discussion Optional: Play online review game Student Presentations Show What You Know-Three sentences about triangular trade. TCI Assessment-Comparing the Colonies 	<p>5.1.5.F: Explain the significance of state symbols, national symbols, and national holidays.</p> <p>6.4.5.A: Explain the advantages and disadvantages of using money instead of bartering.</p> <p>6.5.5.A: Describe how the availability of goods and services is made possible by the work of members of the society.</p> <p>6.5.5.B: Differentiate the</p>

	<ul style="list-style-type: none"> Analyze how Africans survived the Middle Passage and responded to a life of slavery in the colonies. <p><i>Language Arts</i></p> <ul style="list-style-type: none"> Communicate written and oral explanations. Make connections between text and visuals. 	<ul style="list-style-type: none"> Have students share their responses, revisit the prompt questions on the slide, and collectively summarize what the paintings reveal about the historical reality of auctions. <p>2. Vocabulary</p> <ul style="list-style-type: none"> Introduce the five core vocabulary word. Direct students to play the online drag-and-drop game. Have students match the vocabulary words and definitions to the corresponding historical images in their <i>Vocabulary Activity Notes</i>. <p>3. Activity: Analyzing the Enslavement of African Americans</p> <ul style="list-style-type: none"> Hang Activity Cards A–F around the room to create 7 primary source stations. Project the intro slide to explain the layout and behavior rules. Remind students to grab their pencils and Student Journals. Read Sections 1–7 as a class. Discuss the text together and chart student questions on the board. Have student pairs rotate through the stations, study the primary sources, and fill out their <i>Hands-On Activity Notes</i>. Bring the class back together for a brief discussion. Project the final slide, click through each station icon, and have students share what they learned. <p>4. Summary</p> <ul style="list-style-type: none"> Read the lesson summary together. Show What You Know: Instruct students to write three sentences 	<p>requirements for different careers and occupations</p> <p>7.1.5.A: Describe how common geographic tools are used to organize and interpret information about people, places, and the environment.</p> <p>7.1.5.B: Describe and locate places and regions as defined by physical and human features.</p> <p>7.2.5.A: Describe the characteristics of places and regions.</p> <p>8.1.5.B: Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events.</p> <p>8.1.5.C: Locate primary and secondary sources for the research topic and summarize in writing the findings.</p> <p>8.3.5.A: Compare and contrast common characteristics of the social, political, cultural and economic groups in United States history.</p> <p>8.3.5.C.2 Differentiate how continuity and change in U.S. history are formed and operate</p> <ul style="list-style-type: none"> Commerce and industry <p>8.3.5.D.1 Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States.</p> <ul style="list-style-type: none"> Ethnicity and race
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		<p>explaining why each leg of the triangular trade persisted over centuries, using evidence to back up their claims.</p> <p>5. Optional Extension- Researching African American Influence</p> <ul style="list-style-type: none"> Inquire about African American influence in your community and cite the sources you find. <p>Optional: The following Social Studies Stories activities may be used as a mini lesson:</p> <ul style="list-style-type: none"> “King Philip’s War: Native Americans and Europeans Clash in New England” “Working in the Colonies” “How Enslaved Africans Kept Hope Alive” “A Religious Revival in the Colonies” 		
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LESSON 9 (Weeks 14-16) Life in Colonial Williamsburg

Lesson 9 Overview: Visit six exhibits representing sites in colonial Williamsburg to examine aspects of colonial life such as government, society, and religion. Collect memories to use to write a letter about your experience.

Academic Vocabulary: *bill, capitol, craftsman, politics, royal colony, trade*

Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
<p>Lesson 9</p> <p>What were key parts of life for Southern colonists in the 1700s?</p>	<p>Students will be able to...</p> <p><i>Social Studies</i></p> <ul style="list-style-type: none"> Identify important sites in colonial Williamsburg. Describe six 	<p>1. Preview</p> <ul style="list-style-type: none"> Project the Preview slide featuring two contrasting maps of Colonial Williamsburg. Lead a discussion about student observations and questions. Write these on a classroom anchor chart to return to later. 	<ul style="list-style-type: none"> Discussion Optional: Play online review game Show What You Know: Write a detailed letter home. TCI Assessment- Life in Colonial 	<p>8.1.5.B Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events.</p> <p>8.1.5.C Locate primary and secondary sources for the research topic and summarize in writing the findings.</p> <p>8.2.5.C.1 Differentiate how continuity and change in</p>

	<p>aspects of life in colonial Williamsburg: education, trades, social life, government, slavery, and religion.</p> <ul style="list-style-type: none"> Compare and contrast life in colonial Williamsburg with life in the students' community. <p><i>Language Arts</i></p> <ul style="list-style-type: none"> Role-play aspects of colonists' daily lives. (speaking and listening) Write a letter describing life in colonial Williamsburg and comparing it to life in your community. (writing) 	<ul style="list-style-type: none"> Read the lesson introduction. In their <i>Preview Activity Notes</i>, students will list three historic locations they want to visit on their tour and why. <p>2. Vocabulary</p> <ul style="list-style-type: none"> Introduce the 6 lesson terms. Have students play the online drag-and-drop game. Instruct students to complete the vocabulary assignment in their workbooks.. <p>3. Activity: Simulated Historic Tour</p> <ul style="list-style-type: none"> Before class, set up six exhibit stations (Exhibits A–F) around the room using the Activity Cards. Review the Activity Overview slide. Read Section 1 aloud. Partner pairs choose their first destination. To visit a station, partners must first read its corresponding text section and complete the quick writing task on their paper <i>Admission Ticket</i>. Once you check their answers and stamp their ticket, the pair drops the ticket into the station's collection box, performs the interactive task, and writes their findings in their <i>Hands-On Activity Notes</i>. Revisit the anchor chart created during the Preview phase to answer questions and add new insights. <p>4. Summary:</p> <ul style="list-style-type: none"> Lesson Summary: Read the closing summary text of the lesson together. Show What You Know: Instruct students to use the notes they collected to write a detailed letter home describing daily life in Colonial Williamsburg. 	<p>Williamsburg</p>	<p>Pennsylvania history are formed and operate.</p> <ul style="list-style-type: none"> Belief systems and religions <p>8.3.5.B Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States history."</p> <p>8.3.5.C.1 Differentiate how continuity and change in U.S. history are formed and operate.</p> <ul style="list-style-type: none"> "Belief systems and religions" <p>8.3.5.D.1. Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States:</p> <ul style="list-style-type: none"> Ethnicity and race
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		Optional: The following Social Studies Stories activities may be used as a mini lesson: <ul style="list-style-type: none"> • “King Philip’s War: Native Americans and Europeans Clash in New England” • “Working in the Colonies” • “How Enslaved Africans Kept Hope Alive” • “A Religious Revival in the Colonies” 		
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UNIT 4 -Civics and Economics in America

Unit 4 Essential Questions: How did the Constitution and Bill of Rights give Americans a foundation for political and economic success?

Mandatory Textbook: Social Studies Alive! America’s Past

LESSON 14 (Weeks 17-18) The Constitution

Lesson 14 Overview: Watch a video about the creation of the U.S. Constitution and create a graphic organizer to show how the U.S. government functions. Then watch six videos depicting checks and balances in action and decide which branch of government is checking another.

Academic Vocabulary: *Articles of Confederation, cabinet, checks and balances, compromise, Constitution, Constitutional Convention, executive branch, impeach, judicial branch, legislative branch, veto*

Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
Lesson 14 What are the key features of the U.S. Constitution?	Students will be able to... <i>Social Studies</i> <ul style="list-style-type: none"> • Identify the weaknesses in the Articles of Confederation and the work of the delegates to the Constitutional 	1. Preview <ul style="list-style-type: none"> • Animal Mascot Voting: Set Up Groups: Divide the class into 13 small groups (1–3 students each). • Distribute Hidden Roles: Hand one card from the Voting Cards deck to each group, instructing them to keep their information secret. (Note: The vote is rigged so no mascot can win). • Prep the Vote: Project the first slide to explain the mascot election rules. Have 	<ul style="list-style-type: none"> • Discussion • Optional: Play online review game • Show What You Know- Complete Labeling Activity • TCI Assessment- The Constitution 	5.1.5.A: Explain the effect of the rule of law in protecting property rights, individual rights, and the common good. 5.1.5.B: Compare and contrast a direct democracy with a republican form of government. 5.1.5.C.1: Liberty / Freedom 5.1.5.C.2: Democracy 5.1.5.C.3: Justice 5.1.5.C.4: Equality

	<p>Convention that led to the creation of the U.S. Constitution.</p> <ul style="list-style-type: none"> Examine and list the key powers of the three branches of government created by the Constitution. Identify which branch(es) of the government can act in certain situations. Identify three issues that the delegates to the Constitutional Convention agreed on and three that they debated. <p><i>Language Arts</i></p> <ul style="list-style-type: none"> Draw on information from print sources to determine main ideas and details. 	<p>each group choose one designated voter to keep things orderly.</p> <ul style="list-style-type: none"> Run the Election: Cast votes for the 9 mascot candidates. Continue until a winner is attempted, or until students become visibly frustrated with the broken process. Use the final slides to discuss their frustration and connect this flawed voting system to the structural weaknesses of the Articles of Confederation. Read & Record: Read the Introduction and Section 1 together, then have students complete their Preview Activity Notes. <p>2. Vocabulary</p> <ul style="list-style-type: none"> Introduce the 11 vocabulary words. Use the online drag-and-drop game to check for student understanding of key terms. In the Vocabulary Activity Notes, have students complete the article about the U.S. Constitution. <p>3. Activity: Creating a Graphic Organizer of the United States Government</p> <ul style="list-style-type: none"> Place students in pairs to watch a video about the U.S. Constitution and answer the questions on the slide. Read Sections 2–5 and have partners complete the last column in the Hands-On Activity Notes. Use the third slide to correct students' work. Partners should work together to create a graphic organizer showing how the U.S. government functions. Use the 	<p>5.1.5.D.2: United States Constitution</p> <p>5.1.5.D.3: Bill of Rights</p> <p>5.1.5.D.4: Pennsylvania Constitution</p> <p>5.1.5.E: Describe the individual rights guaranteed by the Pennsylvania Constitution and the US Constitution</p> <p>5.2.5.A: Identify individual rights and explain the responsibilities of citizenship.</p> <p>5.2.5.D: Examine the benefits of a population that is civic minded.</p> <p>5.3.5.A: Describe the responsibilities and powers of the three branches of government.</p> <p>5.3.5.B: Describe how the lines of authority structured in the Pennsylvania and United States government are independent and interdependent.</p> <p>5.3.5.C: Describe how local, state, and national governments provide services.</p> <p>5.3.5.D: Describe the role of leadership in making, enforcing, and interpreting laws.</p> <p>5.3.5.E: Describe the basic element of the election process.</p> <p>5.4.5.B: Describe the tools used to carry out foreign policy.</p> <p>8.2.5.B: Illustrate concepts and knowledge of historical documents, artifacts, and places critical to Pennsylvania history.</p> <p>8.3.5.A: Compare and contrast</p>
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		<p>final slide to check answers.</p> <ul style="list-style-type: none"> • Allow students to share their work with their classmates and compare designs. <p>4. Activity: Watching Checks and Balances in Action</p> <ul style="list-style-type: none"> • Read Section 6 and assign partners. • Have partners look at the graphic organizer depicting checks and balances in the Constitution. Using the slide, have students discuss these questions with a partner or engage the class in a discussion. • Watch each of the six videos that show checks and balances in action. After each video, have partners decide which branch of government is checking the power of another branch. Have them write their responses in their Hands-On Activity Notes. Then discuss the correct answer for each. <p>5. Summary</p> <ul style="list-style-type: none"> • Read the summary of the lesson. • Show What You Know- In the Student Journal, have students label the branches of government in the boxes. Then write the letter corresponding to the correct branch of government next to each description. <p>Optional: The following Social Studies Stories activities may be used as a mini lesson:</p> <ul style="list-style-type: none"> • “Inside the Constitutional Convention” • “Individual Rights vs. Society’s Needs” • “How Students Make a Difference” • “The Rise of Cotton in the South” 		<p>common characteristics of the social, political, cultural and economic groups in United States history.</p> <p>8.3.5.B: Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States history.</p> <p>8.3.5.C.4: Economic activities</p> <p>8.3.5.D.1: Ethnicity and race</p>
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LESSON 15 [Weeks 19-20] The Bill of Rights

Lesson 15 Overview: Work with your team to create and perform a mini drama that shows a person’s right being violated. Then swoop in with your “Bill of Rights Shield” to protect the person against that violation.

Academic Vocabulary: amendment, Bill of Rights, civil, due process, jury, prejudice, ratify

Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
<p>Lesson 15</p> <p>What are the basic rights and freedoms of people in the United States?</p>	<p>Students will be able to...</p> <p>Social Studies</p> <ul style="list-style-type: none"> Use visual literacy skills to match illustrations to the freedoms protected in the Bill of Rights. Identify key rights protected under the Bill of Rights. Prepare, present, and explain mini dramas that represent key amendments in the Bill of Rights. <p>Language Arts</p> <ul style="list-style-type: none"> Explain roles in a tableau vivant. (speaking) 	<p>1. Preview</p> <ul style="list-style-type: none"> Read the "new school scenario" slide together as a class. Click on each of the six school rules, read them aloud, and ask students how they would feel about them. Read the lesson introduction. Have students record the school rules and rate how fair or unfair they are in their Preview Activity Notes <p>2. Vocabulary</p> <ul style="list-style-type: none"> Introduce 7 Key Terms. Run the online drag-and-drop game. Have students complete their Vocabulary Activity Notes by using the new terms to fill in a historical passage about the Fourth Amendment. <p>3. Activity: Bill of Rights Mini-Dramas</p> <ul style="list-style-type: none"> Divide the class into 6 groups. Give each group one Bill of Rights shield (1st, 2nd, 4th, 5th, 6th, or 8th Amendment). Have groups read their shield and matching textbook section. Instruct them to write a quick summary and draft a short skit script in their notes. Give groups time to practice their 	<ul style="list-style-type: none"> Discussion Optional: Play online review game Show What You Know- Analyze Headlines Activity TCI Assessment- The Bill of Rights 	<p>5.1.5.A: Explain the effect of the rule of law in protecting property rights, individual rights, and the common good.</p> <p>5.1.5.C.4: Equality</p> <p>5.1.5.D.3: Bill of Rights</p> <p>5.2.5.A: Identify individual rights and explain the responsibilities of citizenship.</p> <p>5.2.5.C: Identify a historical figure who shows civic responsibility.</p> <p>5.2.5.D: Examine the benefits of a population that is civic minded.</p> <p>8.1.5.B: Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events.</p> <p>8.3.5.B: Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States history.</p> <p>8.3.5.C.1: Belief systems and religions</p> <p>8.3.5.C.4: Economic activities</p>

		<p>mini-dramas. The skit must show a citizen's rights being violated, followed by a teammate using the shield to save them.</p> <ul style="list-style-type: none"> • Have groups perform one by one. The audience takes notes on their worksheets and guesses which amendment is being acted out. • Read the rest of the text. Project the final slide, rank the six amendments together from most to least important, and connect them back to the school rules discussed at the start of class. <p>4. Summary</p> <ul style="list-style-type: none"> • Summarize: Read the final lesson summary text together. • Show What You Know: Analyze Headlines: In their Student Journals, have students look at mock newspaper headlines, identify which amendment is at play, and write a brief explanation of whether the situation is legal or illegal in the U.S. <p><i>Optional Extension (Current Connections):</i></p> <ul style="list-style-type: none"> • Have students independently research a recent news story where a constitutional right was either violated or successfully protected, identifying the key players and final outcome. <p><i>Optional:</i> The following Social Studies Stories activities may be used as a mini lesson:</p> <ul style="list-style-type: none"> • “Inside the Constitutional Convention” • “Individual Rights vs. Society’s Needs” • “How Students Make a Difference” • “The Rise of Cotton in the S 		
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LESSON 16 (Weeks 21-22) Our Role in Government

Lesson 16 Overview: Analyze how the words of early patriots still inspire civic values today. To express civic values, work with a group to create a plan to improve your community.

Academic Vocabulary: *civic values, democratic responsibilities, interest group, political party*

Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
<p>Lesson 16</p> <p>What does it mean to be a citizen of the United States?</p>	<p>Students will be able to...</p> <p><i>Social Studies</i></p> <ul style="list-style-type: none"> Explain the civic responsibilities of U.S. citizens. Analyze quotations from the Founders about civic values and discuss if they are still relevant today. Analyze options and take informed action to address a local or regional problem. <p><i>Language Arts</i></p> <ul style="list-style-type: none"> Organize research information into tables and diagrams to show connections. (reading) Present and support decisions in a multimedia presentation. (speaking and 	<p>1. Preview</p> <ul style="list-style-type: none"> Use the first slide to discuss what civic values mean On the second slide, look at images of community problems and watch videos showing potential solutions. Have the class vote on which solution they would want to help with the most. Read the lesson introduction. Have students use their <i>Preview Activity Notes</i> to brainstorm explicit problems and solutions they see in their own local community. <p>2. Vocabulary</p> <ul style="list-style-type: none"> Introduce 4 vocabulary terms. Run the online drag-and-drop game. Instruct students to complete their <i>Vocabulary Activity Notes</i> by writing the correct vocabulary word and definition next to its matching visual image. <p>3. Activity A: Exploring Civic Values Then and Now</p> <ul style="list-style-type: none"> Read Sections 1–5 aloud as a whole class. Divide students into groups of four. 	<ul style="list-style-type: none"> Discussion Optional: Play online review game Show What You Know-Matching Activity TCI Assessment- Our Role in Government 	<p>5.1.5.C.1: Liberty / Freedom</p> <p>5.1.5.C.2: Democracy</p> <p>5.1.5.C.3: Justice</p> <p>5.1.5.F: Explain the significance of state symbols, national symbols, and national holidays.</p> <p>5.2.5.A: Identify individual rights and explain the responsibilities of citizenship.</p> <p>5.2.5.B: Explain the relationship between rights and responsibilities.</p> <p>5.2.5.C: Identify a historical figure who shows civic responsibility.</p> <p>5.2.5.D: Examine the benefits of a population that is civic minded.</p> <p>5.3.5.A: Describe the responsibilities and powers of the three branches of government.</p> <p>5.3.5.B: Describe how the lines of authority structured in the Pennsylvania and United States government are independent and interdependent.</p> <p>5.3.5.C: Describe how local, state, and national governments provide services.</p> <p>5.3.5.D: Describe the role of leadership in making, enforcing, and interpreting laws.</p> <p>5.3.5.E: Describe the basic element of the election process.</p> <p>5.3.5.G: Describe how interest groups impact government.</p> <p>8.2.5.D.1: Ethnicity and race</p> <p>8.3.5.D.2: Working conditions, labor, and industry</p>

	<p>listening)</p> <ul style="list-style-type: none">• Listen to solutions and critique their effectiveness. (speaking and listening)	<p>Have them use the presentation slides to discuss and analyze historical images and quotations from early American patriots.</p> <ul style="list-style-type: none">• Instruct groups to answer the slide's guiding questions and record their findings in their <i>Hands-On Activity Notes</i> before sharing out with the class. <p>4. Activity B: Creating a Community Improvement Plan</p> <ul style="list-style-type: none">• Divide students into groups of four. Have students select specific team roles and log them in their worksheets.• Instruct groups to select one local community problem to tackle. Have them brainstorm research questions, locate reliable print or online sources, and evaluate their data.• Have groups write a clear explanation of the problem along with three actionable solutions in their <i>Hands-On Activity Notes</i>.• (Optional Extension): Have groups create a slideshow, poster board, or skit to present their community action plan to the class using the guidance on the Extension slide. <p>5. Summary:</p> <ul style="list-style-type: none">• Read the final lesson summary text together.• Show What You Know- Civility Match-Up: In their <i>Student Journals</i>, have students match the historical "Rules of Civility" that George Washington copied as a schoolboy to modern emojis that represent those same manners.		
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		<p>Optional: The following Social Studies Stories activities may be used as a mini lesson:</p> <ul style="list-style-type: none"> • “Inside the Constitutional Convention” • “Individual Rights vs. Society’s Needs” • “How Students Make a Difference” • “The Rise of Cotton in the South” 		
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LESSON 17 (Weeks 23-25) Shaping America’s Economy

Lesson 17 Overview: Complete puzzles about our free market economy and the Constitution as it relates to money, trade, and business.

Academic Vocabulary: *consumer, demand, free market economy, interest, producer, specialization, supply, tariff*

Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
<p>Lesson 17</p> <p>How did the Founding Fathers create the economy we use today?</p>	<p>Students will be able to...</p> <p><i>Social Studies</i></p> <ul style="list-style-type: none"> • Explain how the U.S. free market economy works. • Understand how the Constitution influences our economic system. <p><i>Language Arts</i></p> <ul style="list-style-type: none"> • Analyze primary source excerpts. (reading) • Construct an argument with a claim and evidence. (writing) 	<p>1. Preview</p> <ul style="list-style-type: none"> • Use the first Preview slide to examine what money looked like in early America, then use the second slide to discuss how currency functions today. • Read the lesson introduction. • Instruct students to design their own creative form of currency to "purchase pencils" and sketch it in their <i>Preview Activity Notes</i>. <p>2. Vocabulary</p> <ul style="list-style-type: none"> • Introduce 8 core economic terms. • Run the online drag-and-drop game • Have students complete their <i>Vocabulary Activity Notes</i> by using the new terms to fill in the blanks of a historical letter written in 1800. 	<ul style="list-style-type: none"> • Discussion • Optional: Play online review game • Show What You Know-Matching Activity • TCI Assessment-Shaping America’s Economy 	<p>5.1.5.A: Explain the effect of the rule of law in protecting property rights, individual rights, and the common good.</p> <p>5.1.5.D.1: Declaration of Independence</p> <p>5.1.5.D.2: United States Constitution</p> <p>6.1.5.A: Explain how limited resources and unlimited wants cause scarcity.</p> <p>6.1.5.B.2: Individual choices</p> <p>6.1.5.C: Explain the school-wide or community-wide impact of a choice when facing scarcity.</p> <p>6.1.5.D: Identify incentives that affect personal choices.</p> <p>6.2.5.A: Describe how the interaction of buyers and sellers influences prices.</p> <p>6.2.5.B: Explain how advertising influences buyers and sellers.</p> <p>6.2.5.D: Differentiate between a local and a global market.</p>

	<ul style="list-style-type: none"> Listen to and critique arguments. (speaking and listening) 	<p>3. Activity A: Free Market Economy Puzzles</p> <ul style="list-style-type: none"> Look at the images for Sections 1 and 2, guess the economic connection, listen to the audio clips, and read the text together. Solve Puzzle 1: Drag and drop fruit icons on the slide to complete sentences about a free market economy. Solve Puzzle 2: Drag and drop statements on the slide from Jefferson and Hamilton into the correct slots to compare their economic views. Have students fill out the first part of their <i>Hands-On Activity Notes</i>. <p>4. Activity B: The Constitution's Influence</p> <ul style="list-style-type: none"> Repeat the image-guessing and audio process for Sections 3–5, then read the text to see how the Constitution governs money, trade, and business. Work as a class to drag and drop economic and constitutional labels onto the final diagram slide. Direct students to complete the rest of their <i>Hands-On Activity Notes</i>. <p>5. Summary:</p> <ul style="list-style-type: none"> Summarize: Read the final lesson summary together. Show What You Know: In their Student Journals, have students match economic terms to the images from the lesson and write a sentence explaining each connection. <p>Optional: The following Social Studies Stories activities may be used as a mini lesson:</p> <ul style="list-style-type: none"> “Inside the Constitutional Convention” 	<p>6.2.5.G.1: Monopolies 6.2.5.G.2: Taxes 6.2.5.G.3: Price controls 6.3.5.A: Identify goods and services that are produced locally and consumed globally. 6.3.5.C: Explain how a rise or fall in prices impacts the global market. 6.4.5.A: Explain the advantages and disadvantages of using money instead of bartering. 6.4.5.B: Explain how a system of currency can fail. 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.D: Define gross and net income. 6.5.5.E: Differentiate between a budget deficit, budget surplus, and balanced budget. 6.5.5.F: Explain why people save and the role of financial institutions. 6.5.5.G: Describe how a business can earn a profit. 6.5.5.H: Define entrepreneurship. 8.1.5.A: Compare and contrast chronological periods of United States history. 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.A: Compare and contrast chronological periods of United States history. 8.1.5.B: Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events. 17.3.3-5.G: Explain various payment methods (cash, checks, etc.).</p>
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		<ul style="list-style-type: none"> • “Individual Rights vs. Society’s Needs” • “How Students Make a Difference” • “The Rise of Cotton in the South” 		17.3.3-5.1.:Identify taxes applied to certain purchases. 17.6.3-5.E: Explain why borrowers repay more than borrowed (interest, fees).
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Lesson 17. 2 Personal Finance & Risk Management (Week 26)

Lesson 17.2 Overview: Analyze how individuals use insurance to protect themselves from major financial losses by shifting the financial burden of unexpected emergencies to an insurance provider. Evaluate what constitutes private personal information and predict the long-term financial dangers of identity theft and online fraud.

Academic Vocabulary: *risk, insurance, premium, risk transfer, auto insurance, health insurance, flood insurance, identity theft, cybersecurity, fraud, private information, financial consequences, scammer*

Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
<p>How do people protect themselves from unexpected financial disasters?</p> <p>What are the real-world dangers of sharing personal information online?</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Define financial risk and insurance. • Explain how paying a premium transfers risk. • Identify confidential data that must never be shared. • Predict the cascading financial consequences of identity theft. 	<p><u>Day 1-</u></p> <p>1. Preview</p> <ul style="list-style-type: none"> • Brainstorm a list of unpredictable accidents (e.g., a car crash, a flooded basement). Discuss how much these items might cost a family out-of-pocket. <p>2. Activity</p> <ul style="list-style-type: none"> • Watch the EconEdLink Insurance Video. • Define premium and risk transfer. • Complete the Kahoot! Game <p>3. Summary</p> <p>Have students complete an exit ticket explaining how insurance helps a family avoid a financial emergency.</p> <p><u>Day 2-Link to Full Lesson Plan</u></p> <p>1. Preview</p>	<p><u>Day 1-</u></p> <p>Exit Ticket: Explain in two sentences how insurance helps a family avoid a financial emergency.</p> <p><u>Day 2-</u></p> <p>Exit Ticket: Have students respond to the following question: A game website asks for your birthday and school name to unlock a free skin. Predict what happens if you share that private information.</p>	<p>17.5.3-5.C: Provide examples of insurance people buy in order to transfer financial risk (e.g., health, auto, flood).</p> <p>17.5.3-5.H: Predict the financial consequences of sharing personal information.</p>

		<ul style="list-style-type: none"> Read Handout 1: Letter from Red aloud. Explain that online, scammers act like a "Cyberwolf" by hiding behind fake profiles (like the username "Funny_Bunny"). <p>2. Activity: Safe vs. Risky Data</p> <ul style="list-style-type: none"> Review Handout 2: No One Knows You're a Dog (specifically the sections on <i>Quizzes, Contests, and Profiles</i>). Define the difference for students: <ul style="list-style-type: none"> Personal (Safe to share): Favorite games, foods, or hobbies. Private (Dangerous to share): Full names, home addresses, schools, phone numbers, or birthdays <p>3. Summary</p> <ul style="list-style-type: none"> Have students respond to the following question: A game website asks for your birthday and school name to unlock a free skin. Predict what happens if you share that private information. 		
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Lesson 17.3 Career Exploration (Ongoing throughout School Year/TBD)

Lesson 17.3 Overview: Students will explore the workforce by either interviewing real-world professionals during Career Day or analyzing the economic factors of career choices through the "To Be or Not to Be" lesson

Academic Vocabulary: Career goal, Career plan, Career planning, Skills

Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
What unique human capital (skills, education, and passions) do I need to develop to do a job that I love and that helps my community?	<ul style="list-style-type: none"> Explore the education and training requirements for various careers. Evaluate their own interest in various careers. 	<p><i>Optional Activities:</i></p> <p>Option 1: Career Day Students will participate in career presentations from parents and community members, interviewing diverse professionals to connect their current schoolwork and personal passions to real-world occupations in the community.</p> <p>Option 2: Career Exploration ("To Be or Not to Be") Students will explore the labor market using the full EconEdLink lesson to discover how investing in their own education and skills directly shapes their future career options and earning potential.</p>	<p>Option 1: Career Day Reflection</p> <p>Option 2: Worksheet Reflection</p>	<p>13.1.5.A Describe the impact of individual interests and abilities on career choices.</p> <p>13.1.5.B Describe the impact of personal interest and abilities on career choices.</p> <p>13.1.5.C Relate the impact of change to both traditional and nontraditional careers.</p> <p>13.1.5.D Describe the range of career training programs in the community such as, but not limited to: Two-and-four year colleges, Career and technical education programs at centers.</p> <p>13.1.5.E Describe the factors that influence career choices, such as, but not limited to: Geographic location, Job description, Salaries/benefits, Work schedule, Working conditions</p> <p>13.1.5.F Investigate people's rationale for making career choices.</p> <p>13.1.5.G Identify the components of a career plan, such as, but not limited to: Beginnings of career portfolio, Career goals, Individual interests and abilities, Training/education requirements and costs</p> <p>13.1.5.H Connect personal interests and abilities and academic strengths to personal career options.</p>

UNIT 5 -Manifest Destiny to Today

Unit 5 Essential Question: How did technology transform the United States?

Mandatory Textbook: Social Studies Alive! America's Past

LESSON 18 [Weeks 27-28) Manifest Destiny and Settling the West

Lesson 18 Overview: Sequence and analyze the causes and effects of land acquisitions in the West during the 1800s. Compare two primary source quotes about U.S. land acquisitions and manifest destiny.

Academic Vocabulary: *acquisition, annex, boundary, cede, expedition, manifest destiny, reservation, territory*

Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
<p>Lesson 18</p> <p>How did the expansion of the United States affect people inside and outside the country?</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> Explain the concept of Manifest Destiny Describe how the United States expanded Analyze reasons for westward expansion Use maps to trace territorial growth Evaluate the impact of westward expansion on different groups 	<p>1. Preview</p> <ul style="list-style-type: none"> Project the 1872 painting <i>American Progress</i> by John Gast. Have students share their initial visual observations. Have students work in groups of three to answer the guided slide questions about the artwork. Use the final slide to discuss the specific groups of people depicted in the scene. Read the lesson introduction. Instruct students to complete their <i>Preview Activity Notes</i>. <p>2. Vocabulary</p> <ul style="list-style-type: none"> Teach the 8 core historical terms. Run the online drag-and-drop game Have students complete their <i>Vocabulary Activity Notes</i>. <p>3. Activity A: Sequencing the Settling of the West</p> <ul style="list-style-type: none"> Show a historical map of Native 	<ul style="list-style-type: none"> Discussion Optional: Play online review game Show What You Know- Paragraph Writing Activity TCI Assessment- Manifest Destiny and Settling the West 	<p>8.1.5.B: Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events.</p> <p>8.1.5.C: Locate primary and secondary sources for the research topic and summarize in writing the findings.</p> <p>8.2.5.C.3: Technology</p> <p>8.3.5.B: Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States history.</p> <p>8.3.5.C.3: Technology</p> <p>8.3.5.C.5: Transportation and communication</p> <p>8.3.5.D.4: Economic / technological</p>

		<p>American tribes before European contact. Have groups of three answer the slide questions, then project the next slide to have them compare and contrast it with a later map of the West.</p> <ul style="list-style-type: none">• Read Section 1 as a class. Have students complete the matching portion of their <i>Hands-On Activity Notes</i>.• Use the interactive slide to drag and drop four historical events from the text into their correct chronological order.• Have student groups discuss and share at least two direct effects of that specific land acquisition.• Repeat steps 8–10 for the remaining six sections of the text to track western expansion. <p>4. Activity B: Multiple Perspectives on Expansion</p> <ul style="list-style-type: none">• Put students in groups of three and pass out a primary source handout.• Assign each group member one specific analysis question from the handout. Have them read the historical quotes together, lead a team discussion on their assigned question, and log their answers on the paper.• Project the corresponding quote slides. Have students present their assigned historical figures.• Read Section 8 and have students complete the matching activity notes. <p>5. Summary</p> <ul style="list-style-type: none">• Read the closing summary text of the lesson together.• Show What You Know: In their <i>Student Journals</i>, have students select		
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		<p>two different people or groups pictured in the <i>American Progress</i> painting and write a paragraph explaining what manifest destiny meant from each of their specific perspectives.</p> <p>Optional: The following Social Studies Stories activities may be used as a mini lesson:</p> <ul style="list-style-type: none"> • “Cherokee Trail of Tears” • “Laura Ingalls Wilder on the Prairie” • “Harriet Beecher Stowe’s Book” • “Life After Slavery in the South” • “Buying Goods: Then and Now” • “Challenges and Hope for Immigrants” 		
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LESSON 19 [Weeks 29-30] The Diverse Peoples of the West

Lesson 19 Overview: Create a presentation about the experiences of a group in the American West.

Academic Vocabulary: Californio, claim, forty-niner, immigrant, missionary, Latter-day Saint, pioneer, rancho, transcontinental, yoke

Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
<p>Lesson 19</p> <p>What drew new settlers to the western part of the United States in the 1800s?</p>	<p>Students will be able to...</p> <p><i>Social Studies</i></p> <ul style="list-style-type: none"> • Describe aspects of life for one of six groups of people living in the West during the 1800s. • Identify the effects of westward expansion on six groups of westerners. • Describe the benefits and drawbacks 	<p>1. Preview</p> <ul style="list-style-type: none"> • Use the interactive Preview slide to poll the class and complete the class graph. • Lead discussion using the questions on the slide to connect personal moving experiences to the mass migration of people throughout history. • Read the lesson introduction. Instruct students to complete their <i>Preview Activity Notes</i>. <p>2. Vocabulary Development</p> <ul style="list-style-type: none"> • Teach the 10 core historical terms. 	<ul style="list-style-type: none"> • Discussion • Student Presentations • Optional: Play online review game • Show What You Know-Create a Historical Collage • TCI Assessment- The Diverse Peoples of the West 	<p>6.2.5.B: Explain how advertising influences buyers and sellers.</p> <p>6.2.5.D: Differentiate between a local and a global market.</p> <p>7.1.5.A: Describe how common geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>7.1.5.B: Describe and locate places and regions as defined by physical and human features.</p> <p>7.3.5.A.3: Settlement (under the standard: Identify the human characteristics of places and regions using the following criteria.)</p> <p>7.4.5.A: Describe how physical</p>

	<p>pioneers experienced when they moved west.</p> <ul style="list-style-type: none"> Create and analyze tables and bar graphs. <p><i>Language Arts</i></p> <ul style="list-style-type: none"> Write a presentation in small groups. (speaking and listening) 	<ul style="list-style-type: none"> Have students play the online drag-and-drop game. Direct students to complete their <i>Vocabulary Activity Notes</i>. <p>3. Activity: Presenting Life in the West</p> <ul style="list-style-type: none"> Divide the class into 6 groups and assign each a cultural group Activity Card (A–F). Project introductory slides. Have teams read their textbook section and complete their Hands-On Activity Notes. Direct groups to use their card's prompts to design a brief presentation on their group's daily life, challenges, and motivations. Call groups to present while projecting their group's slide (historical image/audio). Project the final slide to summarize how these diverse groups interacted in the American West. <p>4. Summarize</p> <ul style="list-style-type: none"> Read the closing summary text of the lesson together. Show What You Know: In their <i>Student Journals</i>, instruct students to independently create a visual collage of sketches, words, and phrases representing the distinct experiences of all six groups that settled the West in the 1800s. <p>Optional: The following Social Studies Stories activities may be used as a mini lesson:</p> <ul style="list-style-type: none"> “Cherokee Trail of Tears” “Laura Ingalls Wilder on the Prairie” “Harriet Beecher Stowe’s Book” 	<p>systems affect people.</p> <p>7.4.5.B: Describe how people affect physical systems.</p> <p>8.1.5.B: Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events.</p> <p>8.1.5.C: Locate primary and secondary sources for the research topic and summarize in writing the findings</p> <p>8.2.5.D.3: Economic / technological</p> <p>8.3.5.A: Compare and contrast common characteristics of the social, political, cultural and economic groups in United States history.</p> <p>8.3.5.C.3: Technology</p> <p>8.3.5.D.1: Ethnicity and race</p> <p>8.3.5.D.3: Military conflicts</p>
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- “Life After Slavery in the South”
- “Buying Goods: Then and Now”
- “Challenges and Hope for Immigrants”

LESSON 20 (Weeks 31-32) The Causes of the Civil War

Lesson 20 Overview: Piece together six puzzles that carefully document the steps the United States went through on its torturous road to the Civil War.

Academic Vocabulary: *abolitionist, Civil War, Confederacy, secede, sectionalism, Underground Railroad, Union*

Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
<p>Lesson 20</p> <p>What factors helped drive apart the North and the South in the mid-1800s?</p>	<p>Students will be able to...<i>Social Studies</i></p> <ul style="list-style-type: none"> • Identify key events that led to the Civil War. • Solve a series of six visual puzzles to reveal key images about the causes of the Civil War. • Discuss critical thinking questions about Civil War causes. <p><i>Language Arts</i></p> <ul style="list-style-type: none"> • Present well-reasoned answers to vexing critical thinking questions. (speaking and listening) • Make claims about the key causes of the Civil War and back 	<p>1. Preview</p> <ul style="list-style-type: none"> • Analyze the Photo: Project the Preview slide and analyze the photo • Have students compare and contrast the historical contexts of 1861 and 2021. • Read the lesson introduction together. Have students complete <i>Preview Activity Notes</i>. <p>2. Vocabulary</p> <ul style="list-style-type: none"> • Teach the 7 foundational terms • Have students play the online drag-and-drop game. • Instruct students to complete their <i>Vocabulary Activity Notes</i> <p>3. Activity: Solving Puzzles About the Causes of the Civil War</p> <ul style="list-style-type: none"> • Read the first section • Project the interactive slide and have the class piece together the digital puzzle • Have students fill out their <i>Hands-On Activity Notes</i> for Section 1 • Repeat this exact sequence for the 	<ul style="list-style-type: none"> • Discussion • Optional: Play online review game • Show What You: Graphic Organizer • TCI Assessment- The Causes of the Civil War 	<p>8.1.5.B: Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events</p> <p>8.2.5.D.1: Ethnicity and race</p> <p>8.2.5.D.2: Working conditions, labor, and industry</p> <p>8.3.5.A: Compare and contrast common characteristics of the social, political, cultural and economic groups in United States history.</p> <p>8.3.5.B: Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States history.</p> <p>8.3.5.C.1: Belief systems and religions</p> <p>8.3.5.C.3: Technology</p> <p>8.3.5.D.1: Ethnicity and race</p>

	them up with evidence. (writing)	<p>remaining five sections to map out the entire road to the Civil War.</p> <p>4. Summarize</p> <ul style="list-style-type: none"> Read the final lesson summary text together. Show What You Know: In their <i>Student Journals</i>, have students fill out a graphic organizer to identify and describe four specific historical events that directly triggered the Civil War. <p>Optional: The following Social Studies Stories activities may be used as a mini lesson:</p> <ul style="list-style-type: none"> “Cherokee Trail of Tears” “Laura Ingalls Wilder on the Prairie” “Harriet Beecher Stowe’s Book” “Life After Slavery in the South” “Buying Goods: Then and Now” “Challenges and Hope for Immigrants” 		
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LESSON 21 (Weeks 33-34) The Civil War

Lesson 21 Overview: Use listening comprehension skills to solve the cipher and uncover the current location of the chairs and desk that General Ulysses S. Grant and General Robert E. Lee used to discuss the terms of the Confederate army’s surrender.

Academic Vocabulary: *draft, Emancipation Proclamation, technology*

Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
Lesson 21 What factors contributed to the outcome of the Civil War?	<p>Students will be able to...<i>Social Studies</i></p> <ul style="list-style-type: none"> Analyze primary source images of the Civil War to discover the factors that 	<p>1. Preview</p> <ul style="list-style-type: none"> Project the first Preview slide to lead an introductory discussion about the end of the Civil War. Play the video on the second slide. Read the lesson introduction together. 	<ul style="list-style-type: none"> Discussion Student Presentations Optional: Play online review game Show What You Know- reflection TCI Assessment- The 	<p>8.1.5.B: Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events.</p> <p>8.1.5.C: Locate primary and secondary sources for the research topic and summarize in writing the findings.</p> <p>8.2.5.D.4: Economic /</p>

	<p>enabled the Union to win the war.</p> <ul style="list-style-type: none"> Appreciate the role historical artifacts play in creating historical memory and a sense of shared nationhood. <p><i>Language Arts</i></p> <ul style="list-style-type: none"> Analyze multiple perspectives of the same event or topic, noting important similarities and differences in the point of view they represent. (reading) Identify the reasons and evidence a speaker or audio provides to support particular points. (listening and speaking) 	<p>Have students write down four facts in their <i>Preview Activity Notes</i>.</p> <p>2. Vocabulary Development</p> <ul style="list-style-type: none"> Teach the 3 lesson terms. Have students play the online drag-and-drop game. Instruct students to complete their <i>Vocabulary Notes</i> <p>3. Activity: Searching for Civil War Artifacts</p> <ul style="list-style-type: none"> Place students in pairs. Have them study the Civil War images on the slide and listen to the attached audio recording. Direct partners to read Section 1 and complete <i>Hands-On Activity Notes</i>. Repeat this process for the remaining sections of the text to gather letter clues for the secret cipher. Project Slide 10. Work as a class to plug the gathered letters into the interactive cipher to officially crack the code and reveal the modern-day museum location of General Grant and General Lee's surrender furniture. Wrap up the activity by leading a reflection discussion using the final Wrap-Up slide. <p>4. Summary: Read the final lesson summary text together.</p> <p>Show What You Know- In their <i>Student Journals</i>, have students write a brief reflection detailing what surprised them most about the Civil War and what topics they would like to research further.</p> <p>Optional: The following Social Studies Stories activities may be used as a mini lesson:</p> <ul style="list-style-type: none"> “Cherokee Trail of Tears” 	<p>Civil War</p>	<p>technological</p> <p>8.3.5.A: Compare and contrast common characteristics of the social, political, cultural and economic groups in United States history.</p> <p>8.3.5.B: Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States history.</p> <p>8.3.5.C.3: Technology</p> <p>8.3.5.D.1: Ethnicity and race</p> <p>8.3.5.D.4: Economic / technological</p> <p>17.4.3-5.A: Identify items that might increase or decrease in value over time.</p>
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		<ul style="list-style-type: none"> • “Laura Ingalls Wilder on the Prairie” • “Harriet Beecher Stowe’s Book” • “Life After Slavery in the South” • “Buying Goods: Then and Now” • “Challenges and Hope for Immigrants” 		
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LESSON 22 (Weeks 35-36) The Modern United States

Lesson 22 Overview: Watch videos depicting eight periods in modern U.S. history and put yourself in the shoes of the people you meet. Create a timeline on a subject of your choice and predict how the world might change in the next 10–20 years.

Academic Vocabulary: *drought, industrialization, segregation, urbanization*

Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
<p>Lesson 22</p> <p>How has life in the United States changed since industrialization?</p>	<p>Students will be able to...</p> <p><i>Social Studies</i></p> <ul style="list-style-type: none"> • Appreciate the power of a timeline to help understand key historical periods in modern U.S. history. • Watch a video about eight periods in modern U.S. history and empathize with students affected by that time period. • Evaluate the influence of these historical periods on the present-day United States. <p><i>Language Arts</i></p> <ul style="list-style-type: none"> • Prepare and present 	<ol style="list-style-type: none"> 1. Preview (Timeline Mechanics) <ul style="list-style-type: none"> • Project the Preview slide displaying a timeline of eight major historical eras since the Civil War and discuss. • Read the lesson introduction together. Have students complete their <i>Preview Activity Notes</i>. 2. Vocabulary <ul style="list-style-type: none"> • Teach the 4 core vocabulary terms. • Have students play the online drag-and-drop game • Instruct students to complete their <i>Vocabulary Activity Notes</i>. 3. Activity A: Stepping into Modern U.S. History <ul style="list-style-type: none"> • Play the short video for the first historical era. • Have the class read Section 1 of the text, answer the key question on the slide, and record the answer in their 	<ul style="list-style-type: none"> • Discussion • Timeline Activity • Optional: Play online review game • Show What You: Local History Timeline • TCI Assessment- The Modern United States 	<p>5.1.5.C.4 Equality</p> <p>5.1.5.D.4 Pennsylvania Constitution</p> <p>5.1.5.E: Describe the individual rights guaranteed by the Pennsylvania Constitution and the US Constitution.</p> <p>5.2.5.B Explain the relationship between rights and responsibilities.</p> <p>5.3.5.B Describe how the lines of authority structured in the Pennsylvania and United States government are independent and interdependent.</p> <p>5.3.5.D Describe the role of leadership in making, enforcing, and interpreting laws.</p> <p>6.2.5.E Intentionally blank (This code is explicitly designated as intentionally blank within the grade 3–5 band of the document).</p> <p>6.3.5.A Identify goods and services that are produced locally</p>

	<p>skits on a specific topic. (speaking and listening)</p> <ul style="list-style-type: none"> Produce clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience. (writing) 	<p><i>Hands-On Activity Notes.</i></p> <ul style="list-style-type: none"> Repeat this sequence for all eight historical time periods. Use the Wrap-Up slide to debrief the class. <p>4. Activity B: The Information Age and Beyond</p> <ul style="list-style-type: none"> Read Sections 9 and 10. Use the presentation slide to have students compare and contrast two images showing the historical evolution of computers, then answer the interactive discussion questions. Complete the digital "Evolution of the Computer" timeline on the next slide as a whole class. Assign the Future Project: Review the guidelines on the final slide. Instruct students to create an original timeline based on one of four topics: transportation, civil rights, agriculture, or the environment. <p>5. Summary</p> <ul style="list-style-type: none"> Read the final lesson summary text together. Show What You Know: Local History Timeline: In their <i>Student Journals</i>, instruct students to independently build a timeline tracking major historical events that have happened in their own local community. <p>Optional: The following Social Studies Stories activities may be used as a mini lesson:</p> <ul style="list-style-type: none"> "Cherokee Trail of Tears" "Laura Ingalls Wilder on the Prairie" "Harriet Beecher Stowe's Book" 		<p>and consumed globally.</p> <p>6.4.5.D Explain how banks bring savers and borrowers together.</p> <p>6.5.5.E: Differentiate between a budget deficit, budget surplus, and balanced budget.</p> <p>6.5.5.G: Describe how a business can earn a profit.</p> <p>6.5.5.H: Define entrepreneurship</p> <p>8.1.5.A: Compare and contrast chronological periods of United States history.</p> <p>8.1.5.C: Locate primary and secondary sources for the research topic and summarize in writing the findings</p> <p>8.2.5.A: Compare and contrast common characteristics of the social, political, cultural and economic groups in Pennsylvania history.</p> <p>8.2.5.B: Illustrate concepts and knowledge of historical documents, artifacts, and places critical to Pennsylvania history.</p> <p>8.2.5.C.1: Belief systems and religions</p> <p>8.2.5.C.2: Commerce and industry</p> <p>8.2.5.C.3: Technology</p> <p>8.2.5.C.4: Politics and government</p> <p>8.2.5.C.5: Physical and human geography</p> <p>8.2.5.C.6: Social organization</p> <p>8.2.5.D.1: Ethnicity and race</p> <p>8.2.5.D.2: Working conditions, labor, and industry</p> <p>8.2.5.D.3: Military conflicts</p> <p>8.2.5.D.4: Economic / technological</p> <p>8.2.5.D.5: Communications and</p>
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5th Grade Social Studies

		<ul style="list-style-type: none">● “Life After Slavery in the South”● “Buying Goods: Then and Now”● “Challenges and Hope for Immigrants”		<p>technology</p> <p>8.3.5.A: Compare and contrast common characteristics of the social, political, cultural and economic groups in United States history.</p> <p>8.3.5.C.2: Commerce and industry</p> <p>8.3.5.C.3: Technology</p> <p>8.3.5.C.4: Economic activities</p> <p>8.3.5.C.6: Social organization</p> <p>8.3.5.D.1: Ethnicity and race</p> <p>8.3.5.D.2: Working conditions, labor, and industry</p> <p>8.3.5.D.3: Military conflicts</p> <p>8.3.5.D.4: Economic / technological</p> <p>8.3.5.D.5: Communications and technology</p>
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