Grade level: 5th | **Course Title: Social Studies** | **Topic/Concept: Native Americans**

Time Allotment: 5 weeks | **Unit Sequence: 1**

Major Concepts to be learned:

- Read and Discuss Native America Regions in North America
- Understanding their transportation, food, shelter, culture and how their environment played a role in those
- Identify and communicate Native American contributions to culture

Expected Skills to be demonstrated:

- Understand Native American Regions way of life
- Learn information about Native American regions
- Discuss and analyze information about different tribes and why they lived certain ways based on the environment they lived in
- Identify the 7 Native American Regions of North America on a map

PA Standards/Anchors:

CC.1.4.5.V	CC.1.5.5.D	7.2.5.A 7.4.5.B
CC.1.5.5.A	CC.1.5.5.E	7.2.5.B
CC.1.5.5.B	CC.1.5.5.G	7.3.5.A
CC.1.5.5.B	CC.1.5.5.F	7.4.5.A

Eligible Content:

CC.1.4	7.4.5
CC.1.5	CC.1.2
7.2.5	
7.3.5	

Instructional Strategies:

Social Studies Book
Teacher Created Resources
Google slides
Note taking
Lecture
Partner work

Assessments:

- Native American packet
- Chart
- Quiz
- Test
- Slide Presentation by students
- Map
- Writing

Grade level: 5th | **Course Title: Social Studies** | **Topic/Concept: Explorers Unit**

Time Allotment: 5 weeks | **Unit Sequence: 2**

Major Concepts to be learned:

- Understanding of North American explorers and their reasons for exploring
- Identify challenges and hardships explorers faced
- Identify contributions the explorer had on the world
- Understand the effects it had on the populations living in Amercia

Expected Skills to be demonstrated:

- Name explorers and their discovery
- Map routes of explorers
- Understand reasons for countries promoting exploration
- Understand technologies that helped explorers

PA Standards/Anchors:	Eligible Content:
5.4.5.B 7.1.5.A 7.1.5.B	5.4.5 7.1.5

Instructional Strategies:	Assessments:
Social Studies Book Teacher Created Resources Google slides Note taking Lecture Completing Maps Partner work PBS World Explorers Video	• Explorer packet • Flip book • Quiz • Test • Newspaper front page • Map • American Hero Project

Grade level: 5th | **Course Title: Social Studies** | **Topic/Concept: American Colonies**

Time Allotment: 4 weeks | **Unit Sequence: 3**

Major Concepts to be learned:

- Compare/Contrast English, Spanish, and French Colonies
- Discuss economic, religious, and governing practices for the colonies
- Understand the Columbian exchange and its effects

Expected Skills to be demonstrated:

- Read and discuss English, French, and Spanish colonies in North America
- Identify regions on the map
- Identify the colonies religion, government, and economy

PA Standards/Anchors:

6.1.3-5.J	7.4.5.B	8.1.5.A
6.1.3-5.K	8.3.5.A	8.3.5.D
7.3.5.A	8.3.5.B	
7.4.5.A	8.3.5.C	

Eligible Content:

6.1.3-5	8.3.5
7.3.5	
7.4.5	
8.1.5A	

Instructional Strategies:

Social Studies Book
Teacher Created Resources
Google slides
Note taking
Lecture
Completing Maps
Partner work

Assessments:

- Colonial packet
- Chart
- Test
- Timeline
- Map
- American Hero Project

Grade level: 5th | **Course Title: Social Studies** | **Topic/Concept: Road to Revolution**

Time Allotment: 5 Weeks | **Unit Sequence: 4**

Major Concepts to be learned:

- Identify the causes that led to the Revolutionary War
- Understand the significance of the French and Indian War
- Understanding the British and Colonists side to the Stamp Act, Townshend Act, and Tea Act (taxation)

Expected Skills to be demonstrated:

- Complete information in slides and notes in their packet
- Learn the Acts placed on the colonists and the British perspective
- Understand the frustration in the colonies and the rights they were losing
- Discuss and debate from a patriot/loyalist viewpoint

PA Standards/Anchors:

6.3.3-5.E	5.2.5.C	5.3.5.G
5.2.5.A	5.2.5.D	5.3.5.H
5.2.5.B	5.3.5.F	8.1.5.B

Eligible Content:

6.3.3-5	8.1.5
5.2.5	
5.3.5	

Instructional Strategies:

Social Studies Book
Teacher Created Resources
Google slides
Note taking
Lecture
Completing Maps
Partner work
Liberty Kids videos
Activities

Assessments:

- Road to Revolution slides
- People and Events Chart
- Test
- Quiz
- Writing Patriot vs. Loyalist
- American Hero Project

Time Allotment: 5 weeks **Unit Sequence: 5 .**

Major Concepts to be learned:

1. Identify people who played important roles in the Revolutionary War.
2. Identify key battles and why they were important in the Revolutionary War.
3. Learn about the Treaty of Paris and the effects of the Revolutionary War.
4. Discuss key ideals in the Declarationf of Independence.

Expected Skills to be demonstrated:

1. Students will read, discuss, and identify information on the Revolutionary War.
2. Students will need to take notes on key events and people of the Revolutionary War.
3. Students will complete a skit activity as a team where they will have to reteach an event to the class by creating a skit.

PA Standards/Anchors:

CC.1.5.5.A	5.1.5.C	8.3.5.C
CC.1.5.5.D	5.1.5.D	8.3.5.D
CC.1.5.5.E	8.3.5.A	
CC.1.5.5.G	8.3.5.B	

Eligible Content:

CC.1.5
5.1.5
8.3.5

Instructional Strategies:

Social Studies Book
Teacher Created Resources
Google slides
Note taking
Lecture
Completing Maps
Partner work
Liberty Kids videos
Activities

Assessments:

- People and Events Chart
- Test
- People Quiz
- American Hero Project
- Revolutionary Events Skits
- Time Line of Events

Grade level: 5th | **Course Title: Social Studies** | **Topic/Concept: Government**

Time Allotment: 3 Weeks | **Unit Sequence: 6**

Major Concepts to be learned:

- Students will learn about the creation of the U.S. government including: Articles of Confederation, The Great Compromise, and the Constitution.
- Students will learn about the the three branches of government and their role in the government.
- Students will learn the difference between Federalists and Anti-Federalists.
- Students will learn the importance of the Bill of Rights.

Expected Skills to be demonstrated:

- Students will be expected to read, discuss, and answer questions about the U.S. Government
- Students will explore the U.S. Constitution and use it to find information about their American rights and how the government works.
- Students will be able to break jobs and titles into the executive, legislative, or judicial branches.

PA Standards/Anchors:

6.3.3-5.F	5.1.5.C	5.1.5.F	5.3.5.C	8.3.5.A
5.1.5.A	5.1.5.D	5.3.5.E	5.3.5.B	8.3.5.B
5.1.5.B	5.1.5.E	5.3.5.D	5.3.5.A	8.3.5.C
				8.3.5.D

Eligible Content:

6.3.3-5	8.3.5
5.1.5	
5.3.5	

Instructional Strategies:

Social Studies Book	Activities
Teacher Created Resources	Flashcards
Google slides	Partner work
Note taking	
Lecture	
Completing graphic organizer	

Assessments:

- Chart/ Flip book
- Test
- American Hero Project

Grade level: 5th | **Course Title: Social Studies** | **Topic/Concept: Westward Expansion**

Time Allotment: 4 weeks | **Unit Sequence: 7**

Major Concepts to be learned:

- Students will learn the growth of our nation through: Lousiana Purchase, Acquisition of Florida, Texas Annexation, Oregon Territory, Mexican Cession, and Gadsden Purchase.
- Students will discuss the treatment of Native Americans during American expansion through: Seminole Wars, Trail of Tears, and Indian Removal Act.
- Students will learn about routes, explorers, and the hardships of the western frontier.

Expected Skills to be demonstrated:

- Students will read, discuss, and take notes on westward expansion.
- Students will complete maps and timelines to show how and when our nation is expanding to the continental United States.

PA Standards/Anchors:

7.1.5.A	7.2.5.B	8.3.5.B
7.1.5.B	7.3.5.A	8.3.5.C
7.2.5.A	8.3.5.A	8.3.5.D

Eligible Content:

7.1.5	8.3.5
7.2.5	
7.3.5	

Instructional Strategies:

Social Studies Book
Teacher Created Resources
Google slides
Note taking
Lecture
Completing Maps
Partner work
Activities

Assessments:

- Westward Expansion slides
- Notes
- Test
- Maps
- American Hero Project

Grade level: 5th **Course Title: Social Studies** **Topic/Concept: Historical American Figure**

Time Allotment: 3 Weeks **Unit Sequence: 8**

Major Concepts to be learned:

- Students will learn to research a historically significant American of their choice.
- Students will dive deeper to learn more about one historic figure.

Expected Skills to be demonstrated:

- Gain research from credible sources.
- Design a poster that is a visually appealing representation of their historic figure.
- Create a poem that is a creative representation of their historic person's life.
- Deliver an informative and factual speech about their person.

PA Standards/Anchors:

8.1.5.C	CC.1.5.5.G
CC.1.5.5.B	CC.1.4.5.W
CC.1.5.5.D	CC.1.4.5.X
CC.1.5.5.E	CC.1.4.5.V

Eligible Content:

8.1.5.C
CC.1.4.5
CC.1.5.5

Instructional Strategies:

Teacher modeling design poster, poem, speech
Research person
Hand outs and practice pages

Assessments:

- Poster
- Poem
- Speech
- Teacher Created Rubric