

East Penn School District
Elementary Curriculum

A Planned Course Statement
For

Grade 5 Social Studies

Course #: 25

Length of Period (mins.) 40

Periods per Week: 3

Length of Course (yrs.) 1.0

Adopted: 4/25/05

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Description of Course

Course Title:

Grade 5 Social Studies - # 25

Goals:

- To develop an understanding and appreciation of United States history from the beginning to 1824
- To experience and participate in the democratic process in the school and in the community in order to become responsible citizens
- To analyze and evaluate important historical documents, describe current events, and predict future trends
- To develop a basic working knowledge of maps and globes

Text:

United States History: Early Years, Houghton-Mifflin, 2005

Key to Levels of Achievement (Listed with each learning objective)

Awareness (A):	Students are introduced to concepts, forms, and patterns.
Learning (L):	Students are involved in a sequence of steps and practice activities, which involved further development and allow evaluation of process.
Understanding (U):	Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.
Reinforcement (R):	Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

Social Studies
K – 5 Units

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
School/Civics	People Everywhere	Places Near and Far	Communities and Geography	Regions	Exploration and Settlement
Family	Where We Live	Our Country Long Ago	America's Early Communities	The East	American Revolution
Economics	The World of Work	America at Work	People Move From Place to Place	The South	A New Nation
Geography/Map and Globe Skills	Everything Changes		Community Government	The Midwest	Citizenship
Citizenship	Good Citizens		Making Economic Choices	The West	Economics
Holidays/Current Events				Pennsylvania Geography	
				Pennsylvania: Founding and Development from beginning to 1824	

Unit	Num	Objective	Level	Content	Evaluation	Standard
Exploration and Settlement	1	Students will analyze the major reason that Europeans became interested in exploration.	R	<ul style="list-style-type: none"> Using word processing program or chart paper, create a chart comparing reasons for exploration by country, using word processing program or chart paper 	<ul style="list-style-type: none"> Rubric Student presentations Observation 	7.1.6 A 8.3.6 A 8.3.6 C 8.3.6 D
	2	Students will examine the reasons for colonization of the Spanish, the French, the British, and the Dutch.	R	<ul style="list-style-type: none"> Using publishing software or art supplies, create a brochure inviting Europeans to visit this new land listing reasons why they should come (religion, land, riches etc.) Create a map showing European settlements compared with existing Native American tribes 	<ul style="list-style-type: none"> Rubric Student presentations Observation Map activity 	7.1.6 A 8.3.6 A 8.3.6 C 8.3.6 D
	3	Students will discuss and evaluate the effect that colonization had on the major Native American tribes of each geographical region: New England Colonies, Middle Colonies, and Southern Colonies	R	<ul style="list-style-type: none"> Create a map showing European settlements compared with existing Native American tribes Textbook 	<ul style="list-style-type: none"> Rubric Student presentations Observation Map activity Written content assessment 	7.1.6 A 8.3.6 A 8.3.6 C 8.3.6 D
	4	Students will identify and describe the early colonies of Roanoke, Jamestown, and Plymouth.	U	<ul style="list-style-type: none"> Artistic representation explaining the success and failures of early settlements (rap, dance, skit, song, mural, etc.) 	<ul style="list-style-type: none"> Rubric Student presentations Observation 	5.1.6 B,C,J 5.2.6 A,G 6.3.6 A,B,F 6.5.6 A,B 7.1.6 A 7.3.6 C,D 7.4.6 A,B 8.3.6 A-D
	5	Students will locate, label, and categorize the 13 original colonies into geographical regions (New England, Middle, and Southern).	U	<ul style="list-style-type: none"> Create colorful labeled map of colonies Textbook 	<ul style="list-style-type: none"> Rubric Student presentations Observation Map activity 	7.1.6. A
	6	Students will compare and contrast the economy, lifestyles, and customs of the Southern, Middle, and New England regions.	U	<ul style="list-style-type: none"> Using the <i>Dear America</i> series as an example, write a series of diary entries explaining their particular region including economy, lifestyle, and customs Colonial Day – dress up, games, arts and crafts, food, etc. all from colonial times 	<ul style="list-style-type: none"> Rubric Student presentations Observation Journals 	5.1.6. B,C 5.1.6 J 5.2.6 A 5.2.6 G 6.3.6 A,B 6.3.6 F 6.5.6 A,B 7.1.6 A

Unit	Num	Objective	Level	Content	Evaluation	Standard
				<ul style="list-style-type: none"> Summary without words 		7.3.6 C,D 7.4.6 A,B 8.3.6 A-D
American Revolution	7	Students will identify the cause of conflicts over land among the British, French, and Native Americans, and the major effects of the French and Indian War.	U	<ul style="list-style-type: none"> Using graphic organizers (on paper or the computer), make cause and effect display 	<ul style="list-style-type: none"> Rubric Student presentations Observation Written content assessment 	8.3.6 A 8.3.6 C 8.3.6 D
	8	Students will describe the significance of specific events in a chronological time frame leading to the American Revolution: Stamp Act, Townsend Act, Boston Massacre, Boston Tea Party, First Continental Congress.	U	<ul style="list-style-type: none"> Timeline “What Am I” game (students have events and people pasted on their backs and must discover who they are by asking yes and no questions to others) 	<ul style="list-style-type: none"> Rubric Student presentations Observation 	5.1.6 M 5.2.6 C 5.2.6 F 5.3.6 I 6.2.6 G 6.2.6 J 8.3.6 A-D
	9	Students will compare and contrast the variety of feelings and attitudes that accompany the aforementioned events.	U	<ul style="list-style-type: none"> Newspaper front page from both perspectives Political cartoons Protests Play between protests and loyalists Debate 	<ul style="list-style-type: none"> Rubric Student presentations Observation 	5.1.6 M 5.2.6 C 5.2.6 F 5.3.6 I 5.3.6 J 8.3.6 A-D
	10	Students will summarize the main ideas of the Declaration of Independence.	U	<ul style="list-style-type: none"> Rewrite in today’s language Write a persuasive essay about one of the issues Mural 	<ul style="list-style-type: none"> Rubric Observation 	5.1.6 M 5.2.6 C 5.2.6 F 5.3.6 I 5.3.6 J 8.3.6 A-D
	11	Students will identify the significant major battles of the Revolutionary War in sequential order: Lexington and Concord, Saratoga, Valley Forge, Yorktown.	U	<ul style="list-style-type: none"> Map with major battles, dates and color coded to show who won 	<ul style="list-style-type: none"> Rubric Student Presentations Teacher Observation Completed Map 	8.3.6 A-D
	12	Students will identify and evaluate the strength and weaknesses of the British and American armies.	U	<ul style="list-style-type: none"> Chart comparing the two armies 	<ul style="list-style-type: none"> Rubric 	8.3.6. A-D
	13	Students will identify and	U	<ul style="list-style-type: none"> “Trading Cards” listing 	<ul style="list-style-type: none"> Rubric 	5.1.6 M

Unit	Num	Objective	Level	Content	Evaluation	Standard
		evaluate the contributions of various people to the American Revolution (e.g. George Washington, John Adams, Samuel Adams, Benjamin Franklin, Thomas Jefferson, John Hancock, Paul Revere, Patrick Henry, Thomas Paine, Swamp Fox, Benedict Arnold, Crispus Attucks, Phyllis Wheatly, Mercy Otis Warren, Deborah Sampson, and Lafayette Thomas Mifflin).		<ul style="list-style-type: none"> biographical information of the person Person of the Year newsletter (in groups research a person's life-including personal, political, military, etc. and write articles for the newsletter, may include a persuasive article explaining why this person should be the person of the year) present to class 	<ul style="list-style-type: none"> Student presentations Observation 	5.2.6 C 5.2.6 F 5.3.6 J 8.3.6 A-D
	14	Students will explain the significant points of the Treaty of Paris.	U	<ul style="list-style-type: none"> Class discussion 	<ul style="list-style-type: none"> Observation Written content assessment 	5.4.6 D 8.3.6 A 8.3.6 B 8.3.6 C 8.3.6 D
A New Nation	15	Students will analyze the effect of the Articles of Confederation on relations between states.	U	<ul style="list-style-type: none"> T-chart of strengths and weaknesses 	<ul style="list-style-type: none"> Rubric 	5.1.6 E 5.1.6 H 5.3.6 C 5.3.6 H 5.3.6 K 8.3.6 A-D
	16	Students will explain the original purpose and goals of the Constitutional Convention of 1781.	U	<ul style="list-style-type: none"> Share trade and picture books on the writing of the constitution e.g.. <i>A More Perfect Union, Shh, We're Writing the Constitution</i> Field trip to Philadelphia Have students illustrate scenes from the Constitutional Convention for a Colonial newspaper 	<ul style="list-style-type: none"> Rubric Student presentations Observation 	5.1.6 E 5.1.6 H 5.3.6 C 5.3.6 H 5.3.6 K 8.3.6 A 8.3.6 B 8.3.6 C 8.3.6 D
	17	Students will explain the process of compromise in the creation of the U.S. Constitution.	U	<ul style="list-style-type: none"> Debate Role playing Persuasive essay 	<ul style="list-style-type: none"> Rubric Student presentations Observation 	5.1.6 A,B,C 5.1.6 E 5.1.6 H 5.2.6 A 5.2.6 E 5.3.6 C 5.3.6 G 5.3.6 H 5.3.6 K 8.3.6 A-D

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	18	Students will compare the meaning of the Preamble of the Constitution of the Commonwealth of Pennsylvania to the Preamble of the Constitution of the U.S.	U	<ul style="list-style-type: none"> Venn Diagram or T-Chart using graphic organizer program 	<ul style="list-style-type: none"> Rubric Observation 	5.1.6 F
	19	Students will delineate and explain the responsibility of the 3 branches of government with respect to laws (checks and balances) at national, state, and local levels.	U	<ul style="list-style-type: none"> Cooperative group project Graphic display Web page design Textbook 	<ul style="list-style-type: none"> Rubric Student presentations Observation 	5.1.6 A 5.1.6 C 5.1.6 E 5.1.6 J 5.1.6 L 5.2.6 A-G 5.3.6 A-E 5.3.6 H,I 5.3.6 K 6.2.6 J 8.3.6 A-D
	20	Students will analyze the importance of the Bill of Rights.	U	<ul style="list-style-type: none"> Cooperative groups analyzing why the framers thought each Right was so important to the citizens that it needed to be included in the laws of the country Current events (may lead to discussion of the current debates about some of these rights) Class discussion on the difference between and examples of rights and responsibilities Textbook 	<ul style="list-style-type: none"> Observation Class discussion 	5.1.6 A-D 5.1.6 H 5.1.6 J 5.1.6 L 5.2.6 A-F 5.3.6 C 5.3.6 G 8.3.6 A-D
	21	Students will analyze the present day significance of the Constitution and Bill of Rights as they relate to our democratic system of government at the federal, state and local levels.	U	<ul style="list-style-type: none"> Cooperative groups analyzing why the framers thought each Right was so important to the citizens that it needed to be included in the laws of the country Current events (can lead to discussion of the current debates about some of these rights) Class discussion on the difference between and 	<ul style="list-style-type: none"> Observation Class discussion 	5.1.6 A-D 5.1.6 H 5.1.6 J 5.1.6 L 5.2.6 A-F 5.3.6 C 5.3.6 G 8.3.6 A-D

Unit	Num	Objective	Level	Content	Evaluation	Standard
				examples of rights and responsibilities		
	22	Students will describe the Voting Process in the U.S.	L	<ul style="list-style-type: none"> Mock election Current events Textbook 	<ul style="list-style-type: none"> Observation Written content assessment 	5.3.6 F
	23	Students will explain how and why Americans moved west of the Appalachians (Thomas Jefferson, Daniel Boone, Lewis and Clark, Louisiana Purchase).	U	<ul style="list-style-type: none"> Map activity tracing the separate routes of those who traveled Play Oregon Trail Read trade and picture books Pioneer journals 	<ul style="list-style-type: none"> Rubric Student presentations Observation Map activity Journals 	7.3.6 A-D 8.3.6 A-D
	24	Students will list causes and describe the significance of the War of 1812.	U	<ul style="list-style-type: none"> Play and discuss the music about the time (Battle of New Orleans, 1812 Overture, Star Spangled Banner) Cause and effect graphic Have students make who-what-when-where-why organizers that help explain why the U.S. went to war Have students make a flow chart and illustrations showing the sequence of events that inspired the writing of the poem, its re-creation as a song, and its designation as our national anthem 	<ul style="list-style-type: none"> Rubric Student presentations Observation Completed graphic organizer 	5.1.6 G 8.3.6 A-D
	25	Students will explain how industry and technology changed the American way of life facilitating continuous western expansion.	U	<ul style="list-style-type: none"> Research new machines and technology of the time and explain how it changed lives and how it is still used today Class discussion about the economic effects of new inventions (supply and demand, competition, market transactions) Have students invent a new machine or product and create an advertisement to sell the product. Sing the Erie Canal and I've Been Working on the Railroad. Textbook 	<ul style="list-style-type: none"> Rubric Student presentations Observation Completed projects 	6.2.6 A,B 6.2.6 E 6.2.6 K 6.3.6 A 6.3.6 C 8.3.6 A-D
Citizenship	26	Students will describe the proper	U	<ul style="list-style-type: none"> Become involved in raising and 	<ul style="list-style-type: none"> Observation 	5.1.6 G

Unit	Num	Objective	Level	Content	Evaluation	Standard
		use, display, and respect for the United States Flag.		<ul style="list-style-type: none"> lowering the American flag at school Research the history and meaning of the American Flag 		5.1.6 K
	27	Students will explain the significance of patriotic activities, symbols, and holidays.	U	<ul style="list-style-type: none"> Research the history of the pledge Explain what each sentence of the pledge means Make a calendar listing all of the patriotic holidays with student illustrations identifying the significance of each holiday ABC book of patriotism including items mentioned in objective using either paper or computer presentation program 	<ul style="list-style-type: none"> Rubric Student presentations Observation Completed student projects 	5.1.6 G 5.1.6 K
	28	Students will define, give examples of, and explain the relationship of rights and responsibilities of citizenship.	U	<ul style="list-style-type: none"> Class discussion on the difference between and examples of rights and responsibilities Textbook 	<ul style="list-style-type: none"> Class Discussion 	5.2.6 A 5.2.6 B 5.2.6 E
	29	Students will understand the importance of participating in public service and civic life.	A	<ul style="list-style-type: none"> Students can join or start a community service club in their school Textbook 	<ul style="list-style-type: none"> Observation Written content assessment 	5.2.6 A 5.2.6 D 5.2.6 G
Economics	30	Students will understand the function of money and its use in society and economic institutions.	L	<ul style="list-style-type: none"> Internet research 	<ul style="list-style-type: none"> Observation 	6.2.6 C 6.2.6 D 6.5.6 D 6.5.6 E