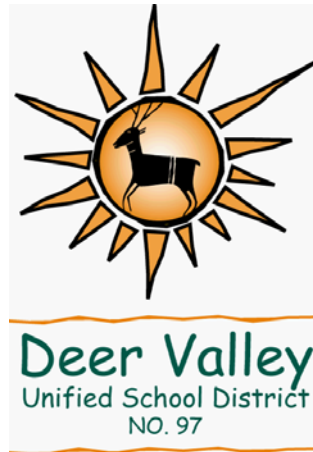


Deer Valley Unified School District

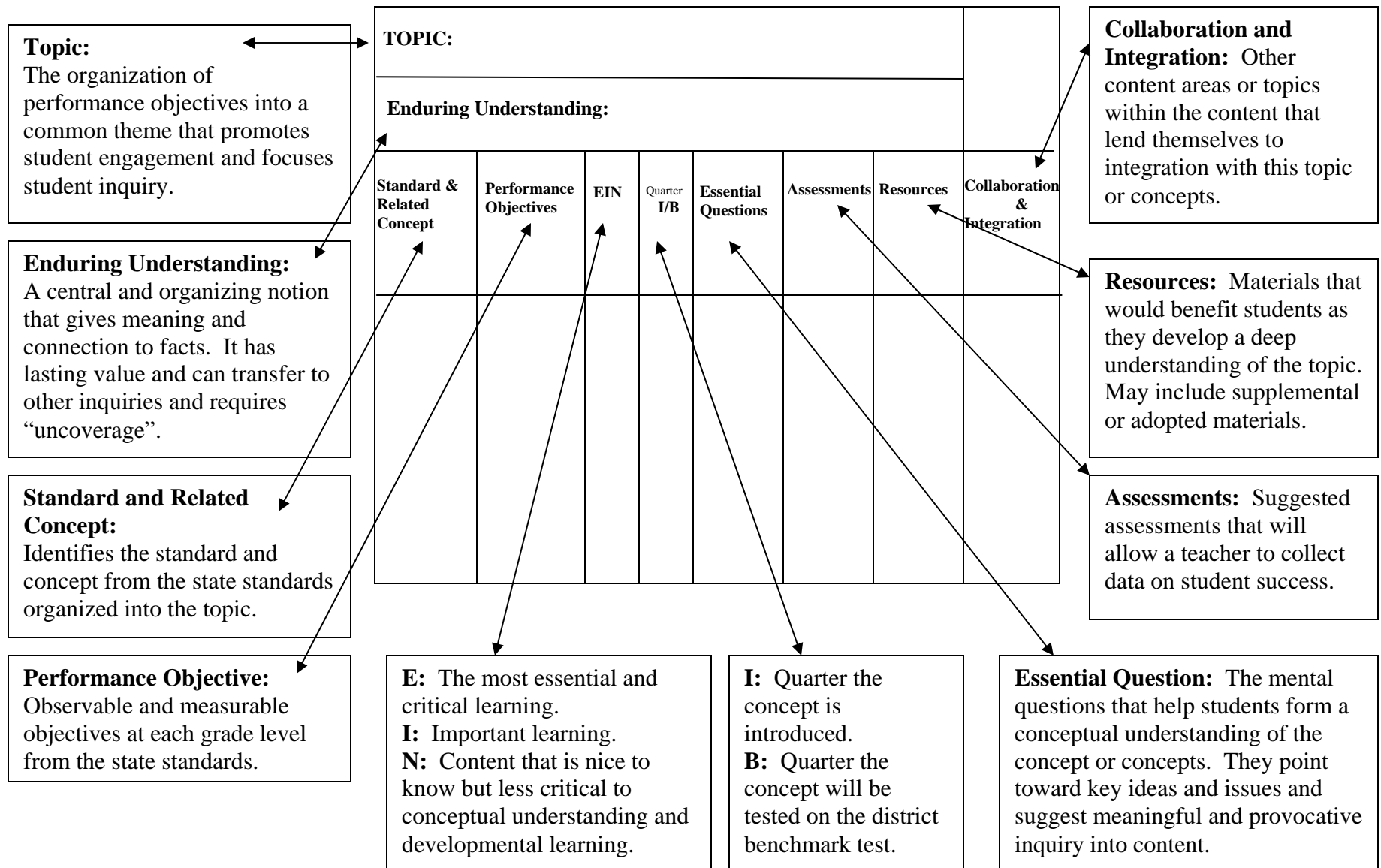
Social Studies Curriculum



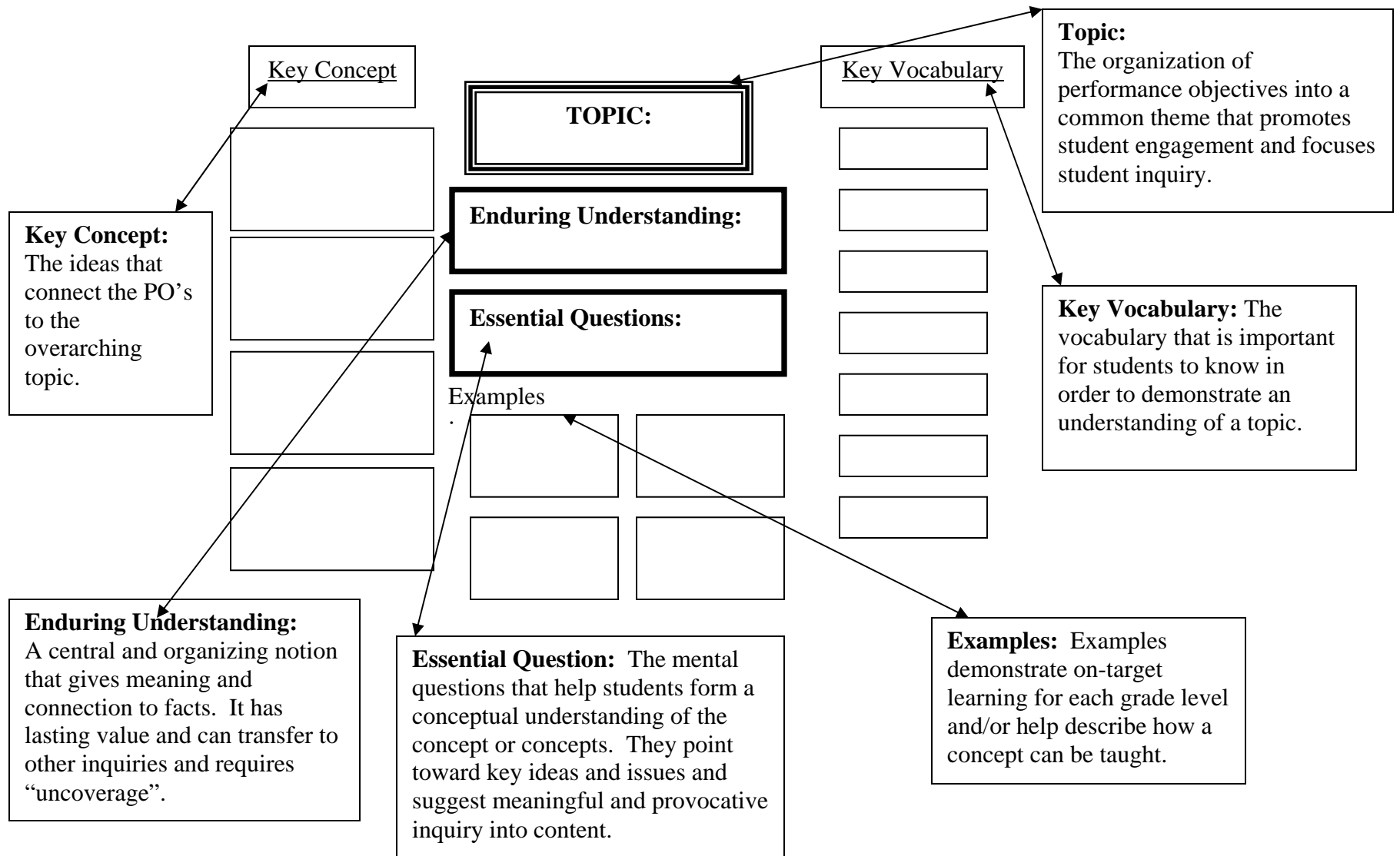
5th Grade

REVISED 2/28/06

Curriculum Definition Page



Concept Map Definition Page



Course: Grade 5 Social Studies

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Geography	Colonization	Constitution	Prelude to the Civil War
Exploration	Road to Revolution	Government	Civil War
Colonization	Revolutionary War - Strand 2, Concept 6, PO 1-4 - Strand 3, Concept 5, PO 1 (Government Systems)	Westward Expansion	
*Economics may be taught as a specific units, where appropriate;			
Research Skills for History Current Events (Both embedded throughout the year)	Research Skills for History Current Events (Both embedded throughout the year)	Research Skills for History Current Events (Both embedded throughout the year)	Research Skills for History Current Events (Both embedded throughout the year)

TOPIC: Geography							Quarter this will be taught: 1st
Enduring Understanding: Geography has had a major impact on the development of the United States.							
Standard and Related Concept	Performance Objectives	EIN	Quarter I/B	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 4							
Concept 1	PO 1-6						
Concept 2	PO 1-2						
Concept 4	PO 2-3						
Concept 5	PO 2						

Key Concepts:

Identify and categorize by regions all 50 states.

Identify physical and political features on a map.

Identify human features.

Interpret information from a variety of maps.

Locate features using latitude and longitude.

Identify a variety of regions.

TOPIC: GEOGRAPHY

Strand 4: Geography, Concept 1, PO 1-6. Concept 2, PO 1-2

Enduring Understanding:

Geography has had a major impact on the development of the United States.

Essential Question(s):

What are the major physical and human features of the United States?

How do you determine a location?

How do you display geographical information on a map?

Examples:

Group students by states or regions and share information about their area.

Map major physical and political features on a US map.

Locate and label 50 states on a map.

Categorize the features of each region and make into a color coordinated chart.

Vocabulary

Regions

50 states

Latitude

Longitude

Equator

Physical features

Prime meridian

Contour map

Natural map

Historical map

Population map

--

Key Concepts:

Sea routes to Asia.

Explorations of United States routes.

Native American culture prior to exposure of Europeans.

Reasons for exploration.

Establishment of colonies.

TOPIC: EXPLORATION

Strand 1, Concept 3, PO 1, 2
Strand 2, Concept 5, PO 1, 2

Enduring Understanding:

Exploration led to the discovery and development of the United States.

Essential Question(s):

Why did people explore?
Who were the main explorers?
How did explorers finance their explorations?
Where in North America did explorers explore?

Examples:

Pretend you are on a journey with Christopher Columbus. Write a journal entry explaining your trip.

Various videos.

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Pretend you are a native American. What changed when the explorers came to the Americans.

Write a letter to the government of your country asking for financial help to start an exploration of the new land.

Vocabulary

Exploration

Navigation

Expedition

Christopher Columbus

Champlain

Hudson

Cabot

Cartier

Ponce de Leon

De Soto

TOPIC: Colonization Enduring Understanding: 13 Colonies created the foundation of the United States.							Quarter this will be taught: 1st
Standard and Related Concept	Performance Objectives	EIN	Quarter I/B	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 1: American History Concept 3: Exploration and Colonization (Note: The Colonial period was introduced in Grade 1. European exploration was introduced in Grade 3. Spanish exploration was taught in Grade 4.)	PO 3. Explain the reasons (e.g., religious freedom, desire for land, economic opportunity, a new life) for colonization of America. PO 4. Describe the contributions of geographic and economic conditions, religion, and colonial systems of government to the development of American democratic practices. PO 5. Describe the geography, cultures, and economics of the Southern, Middle Atlantic, and New England Colonies. PO 6. Identify contributions of individuals (e.g., John Smith, William Penn, Lord Baltimore, Roger Williams, Anne Hutchinson, James Oglethorpe) who were important to the colonization of America. PO 7. Describe interactions (e.g., agricultural and cultural exchanges, alliances, conflicts) between Native Americans and European settlers. PO 8. Describe the causes and effects of triangular trade.	E I E N E N					
Strand 4 : Geography Concept 5: Environment and Society	PO 1. Describe the ways European colonists and Native Americans viewed, adapted, and used the environment.	I					
Strand 4 : Geography Concept 6: Geographic Applications	PO 1. Describe how geographic features influenced events in the past in the Original Thirteen Colonies, the Great Plains, the Pacific Northwest and the West.	I					

Key Concepts:

Geographical location of colonies.

Culture and economics of colonies.

Southern/ Mid-Atlantic/ New England colonies characteristics and differences.

Religious aspects of colonies.

Impact of Native Americans to the colonial influence.

TOPIC:

COLONIZATION

Strand 1, Concept 3, PO 3-8; Strand 3, Concept 2, PO 1
Strand 4, Concept 5, PO 1; Concept 6, PO 1

Vocabulary

Mayflower compact

13 colonies

Triangular Trade

VA House of Burgess

John Smith

William Penn

Lord Baltimore

Roger Williams

Anne Hutchinson

James Oglethorpe

Enduring Understanding:

13 colonies were created the foundation of the United States.

Essential Question(s):

Why did the colonists come to America?

Where did the colonists settle and why did they choose that area?

For what particular purpose was each colony established?

Examples:

Pretend you are a child growing up in the colonies. What is your life like?

Write a biography of a settler.

Choose a colony and write a report.

Various videos.

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TOPIC: Road to Revolution							Quarter this will be taught: 2nd
Enduring Understanding: Many factors contributed to the colonies growing desire for independence from Great Britain.							
Standard and Related Concept	Performance Objectives	EIN	Quarter I/B	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 1: American History Concept 4: Revolution and New Nation (Note: Colonial America and the Revolutionary War were introduced in Grades 1 and 2.)	PO 1. Describe the significance of the following events leading to the American Revolution a. French and Indian War b. Proclamation of 1763 c. Tea Act d. Stamp Act e. Boston Massacre f. Intolerable Acts	E					
Strand 3: Civics/ Government Concept 1: Foundations of Government	PO 2. Recognize the contributions and roles of the following individuals in creating the American government: a. John Adams b. Benjamin Franklin c. Alexander Hamilton d. Thomas Jefferson e. James Madison f. John Marshall g. George Washington	E					

Key Concepts:

French/Indian war led to more troops.

Proclamation of 1763 & the denial of American use of the Ohio Valley.

King tries to get money from the colonists to fund the war.
(Tea Act, Sugar Act, Stamp Act)

Boston Tea Party led to Intolerable Acts.

Boston Massacre angers colonists.

TOPIC:

ROAD TO REVOLUTION

Strand 1, Concept 4, PO 1

Strand 3, Concept 1, PO 2

Enduring Understanding:

Many factors contributed to the growing desire for independence from Great Britain.

Essential Question(s):

What significant events led to the American Revolution?

How did the demands of the King lead to the growing distrust of the King?

Examples:

Reenact the various acts.

Discuss propaganda techniques, i.e. Boston Massacre.

Various Videos

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Vocabulary

French Indian War

Stamp Act

Intolerable Act

Boston Massacre

Boston Tea Party

Proclamation

Proclamation of 1763

Treaty

Treason

Boycott

Representation

Taxation

Key Concepts:

2ND Continental Congress-
Declaration of Independence

Lexington/ Concord/ Saratoga
1775

Aid from Europe

Various battles and locations

Surrender at Yorktown

Treaty of Paris

TOPIC:
AMERICAN REVOLUTIONARY WAR
Strand 1, Concept 4, PO 2-3

Enduring Understanding:

The Revolution led to the creation of the United States of America.

Essential Question(s):

What were the significant events during the American Revolution?

What historical figures had an impact on the Revolutionary War?

In what ways did they influence the Revolution?

Examples:

Write a letter home
explaining your role in
the Revolution.

Debate the two sides
of the conflict.
Loyalists vs. Patriots)

Draw and label a
map of the battle
grounds.

Writing Prompt:
Which battle was the most
important to the Americans
winning the Revolution? Why?

Vocabulary

Revolution

Loyalists

Patriots

Ben Franklin

Thomas Jefferson

Declaration of
Independence

George Washington

King George III

Neutral

Mercenaries

Key Concepts:

Constitutional Convention

Creation of political parties

Design of Constitution

Differences between Articles of
Confederation and Constitution

How a bill becomes a law.

Creation of the Bill of Rights

TOPIC:
CONSTITUTION

Strand 1, Concept 3, PO 4
Strand 3, Concept 1, PO 1 & 3; Concept 3, PO 1,2,3

Enduring Understanding:

The Constitution is the cornerstone of our nation.

Essential Question(s):

What events led to the Constitutional Convention?
How did one nation evolve from the 13 colonies?
How did power become separated under the Constitution?
What did George Washington contribute to the office of president?

Examples:

Hold a mock town
meeting

Simulations of the
Articles of
Confederation.

Write a “child
friendly” Bill of
Rights.

Act out how a bill becomes
a law.

Vocabulary

Constitutional Convention

James Monroe

President

Bill of Rights

Federalist

Senate

House of Representatives

Articles of Confederation

TOPIC: Government							Quarter this will be taught: 3rd
Enduring Understanding: Our government is based on the Constitution.							
Standard and Related Concept	Performance Objectives	EIN	Quarter I/B	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 1: American History Concept 4: Revolution and New Nation (Note: Colonial America and the Revolutionary War were introduced in Grades 1 and 2.)	PO 4. Describe how one nation evolved from thirteen colonies through the following events: a. Constitutional Convention b. George Washington’s presidency c. creation of political parties	E					
Strand 3: Civics/Government Concept 2: Structure of Government	PO 2. Describe how the Constitution is designed to limit central government, as in freedom from a controlling monarchy.	E					
Strand 3: Civics/ Government Concept 3: Functions of Government	PO 2: Identify the process by which a bill becomes a law. PO 3: Describe how the checks and balance system which established the three branches of the federal government works, as in Andrew Johnson’s impeachment.						
Strand 3: Civics/ Government Concept 4: Rights, Responsibilities, and Roles in Citizenship	PO 1. Describe ways an individual can contribute to a school or community. PO 2. Describe the character traits (i.e., respect, responsibility, fairness, involvement) that are important to the preservation and improvement of constitutional democracy in the United States. PO 3. Describe the importance of citizens being actively involved in the democratic process (e.g., voting, student government, involvement in political decision making, analyzing issues, petitioning public officials).	I I I					

Key Concepts:

We are a representational democracy.

Identify three branches of government and their jobs.

Understand the checks and balances system so no one branch can become too powerful.

Political parties

TOPIC:

GOVERNMENT

Strand 1, Concept 4, PO4

Strand 3, Concept 2, PO 2; Concept 3, PO 2 & 3; Concept 4, PO 1-3

Vocabulary

Veto

Checks and balances

Legislative

Executive

Judicial

Supreme Court

President

Constitution

Pocket veto

Electoral college

Enduring Understanding:

Our government is based on the Constitution.

Essential Question(s):

What are the documents and thinking that led to the Constitution?

How does a bill become a law?

How were the political parties created?

Examples:

Write/draw a cartoon showing how the checks and balances work.

Create a timeline showing how a bill becomes a law.

Mock election, as with Kids Voting

Perform a mock trial.

TOPIC: Westward Expansion							Quarter this will be taught: 3rd
Enduring Understanding: The United States expanded westward.							
Standard and Related Concept	Performance Objectives	EIN	Quarter I/B	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 1 Concept 5	PO 1-4						
Strand 4 Concept 4	PO1-2						

Key Concepts:

The discovery of gold in California brought about the movement west.

The United States felt its destiny was to stretch from ocean to ocean

War of 1812 cemented American Nationalism.

The government's treatment of Native Americans continued to move them outward and opening up new land.

The Industrial Revolution changed the way people lived and worked by creating new inventions and transportation.

TOPIC:

Westward Expansion

Strand 1, Concept 5, PO 1, 2, 3,,4

Strand 4, Concept 4, PO 1 & 2

Vocabulary

Louisiana Purchase

Manifest Destiny

War of 1812

Lewis and Clark.

Mexican/American War

Pioneer

Monroe Doctrine

Nationalism

Sectionalism

Trail of Tears

Industrial Revolution

Transportation

Enduring Understanding:

The United States expanded westward.

Essential Question(s):

How did the treaties affect this movement?

How did wars affect this movement?

How did the Industrial Revolution shape our current country?

Who was involved on the expansion of the United States?

Examples:

Pretend you are a pioneer. Write a letter to your family back home explaining your journey.

Write an editorial to your newspaper either for or against the building of a new factory.

Draw a map and show the expansion of the United States.

Various Videos

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TOPIC: Prelude to Civil War							Quarter this will be taught: 4th
Enduring Understanding: Many conflicts led to the inevitability of the Civil War.							
Standard and Related Concept	Performance Objectives	EIN	Quarter I/B	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 1 Concept 5	PO 5						
Strand 1 Concept 6	PO1						
Strand 3 Concept 3	PO 4-5						

Key Concepts:

Dred Scott Decision made slaves property that could be taken into a free state.

The growing economic differences between the North and South

Fugitive slave law angered many Northerners.

Many slaves sought freedom through various means as the Underground Railroad.

John Brown's raid on Harper's Ferry led to an attempt to arm the slaves.

Election of 1860 led to the split of the North and South.

TOPIC:

PRELUDE TO CIVIL WAR

Strand 1, Concept 5, PO 5, Concept 6, PO 1
Strand 3, Concept 3, PO 4, 5

Vocabulary

Abolitionists

Underground Railroad

Slave State/Free State

Sectionalism

Dred Scott Decision

Secede

States rights

Compromise of 1820

Fugitive Slave Law

Confederacy

Harper's Ferry

Election of 1860

Enduring Understanding:

Many conflicts led to the inevitability of the Civil War.

Essential Question(s):

What factors led to the war?

What are the different beliefs of the North and South?

What role did slavery play in the growing conflict?

Examples:

Color code a map showing the free states and the slave states.

Explain the significance of the Compromise of 1820.

Various Videos
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TOPIC: Civil War							Quarter this will be taught: 4th
Enduring Understanding: The Civil War was a result of many conflicts between the North and South.							
Standard and Related Concept	Performance Objectives	EIN	Quarter I/B	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 1	PO 2						
Concept 6							

Key Concepts:

Southern States formed
Confederate States of America.

Northern strategy was Anaconda
Plan.

Southern plan was a prolonged
war with European intervention.

Lincoln's Emancipation
Proclamation stated all slaves in
areas still fighting against Union
were free.

Most if wars early battles are
fought in South, i.e. Bull Run, &
Antietam.

Lee surrenders to Grant at
Appomattox.

TOPIC: CIVIL WAR

Strand 1, Concept 6, PO 2

Enduring Understanding:

The Civil War was a result of many conflicts between the North
and South.

Essential Question(s):

What major battles were in the Civil War?

Who were major people in the Civil War?

What documents were created during the War?

Examples:

Debate North vs. South

Pretend you're a soldier or
nurse. Write a letter home
expressing your role in the
war.

Create maps of
various
battlegrounds.

Research and present
information on various
battles.

Vocabulary

Secession

Confederate States of
America

Strategy

Emancipation Proclamation

Prejudice

Assassinated

Jefferson Davis

Abraham Lincoln

Civil War

TOPIC: Economics							Quarter this will be taught: Teacher’s discretion
Enduring Understanding: Students will understand how the economic system works in the United States.							
Standard and Related Concept	Performance Objectives	EIN	Quarter I/B	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 5	PO 1-4						
Concept 1							
Strand 5	PO 1-7						
Concept 2							
Strand 5	PO 1						
Concept 5							

Key Concepts:

Specializations improve standard of living.

There were opportunity costs associated with expeditions to the new world.

Trade promotes economic growth.

Price incentives affect people's choices and behaviors.

The function of banks, i.e. savings, checking, loans.

The many ways of purchasing goods and services
(i.e. cash, checks, money orders, debit, credit)

TOPIC: ECONOMICS

Strand 5, Concept 1, PO 1-4; Concept 2, PO 1-7, Concept 5, PO 1

Enduring Understanding:

Students will understand how the economic system works in the United States.

Essential Question(s):

How does the economic system of the United States work?

How does voluntary exchange help both buyers and sellers?

How does trade promote economic growth?

Examples:

Exchange City

Play dough economics

Toothpick Bridges

Micro Society
(classroom businesses,
checking accounts, etc.)

Vocabulary

Opportunity costs

Specialization

Division of labor

Voluntary exchange

Buyers/sellers

Trade

Price incentives

Competition

Labor

Entrepreneur

Banking

Purchase