

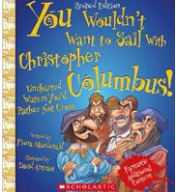
- Key vocabulary and topic examples can be found on the District Curriculum Framework

Quarter 1				
Social Studies–Fifth Grade				
Geography: Map Skills Review and Pre-Columbian Native Americans 3 weeks total				
Day(s)	Lesson	Suggested Teacher Resources/ Materials	Objective(s)	Assessment(s)
Week 1 Day 1	Continents and Oceans	<ul style="list-style-type: none"> • Teachers Pay Teachers (free) Continents and Oceans Power Point and Interactive Quiz by Sushant Mehta • How to Remember the Seven Continents! for Kids! By Mr. DeMaio • Nystrom Form a Globe Kit (\$50/30) • Evan-Moor Daily Geography Practice (5 grade available at Learning Essentials) 	Students will: <ul style="list-style-type: none"> • Know how to use map features to locate and identify seven continents and five oceans. 	Formative Assessment– Teacher Observation
Week 1 Day 2	Geographic Regions of North America (Canada, Mexico, Regions of US)	<ul style="list-style-type: none"> • US Regions Overview by Russell Phillips • Teachers Pay Teachers (free) Scrappy States: US REGIONS FREEBIE by The 3am Teacher (clip art) • Blank US Map-(blank map with Alaska in correct location) • Evan-Moor Daily Geography Practice (5 grade available at Learning Essentials) 	Students will: <ul style="list-style-type: none"> • Understand how to use key map features (e.g. compass, key) to describe physical characteristics of the geographic regions in North America. 	Label/Color Code a map of North America with the regions of the US, Canada and Mexico
Week 1 Day 3	Major US Bodies of Water	<ul style="list-style-type: none"> • Enchanted Learning-Rivers • Quizlet Us Major Bodies of Water 	Students will: <ul style="list-style-type: none"> • Understand how to use key map features (e.g. compass, key) to describe how bodies of water in the U.S. support and link geographic regions. 	Label/Color a blank map of US
Week 1 Day 4	States and Capitals	<ul style="list-style-type: none"> • Learn360 The Scrambled States of America • Education World-A Lesson Daily Plan • Superteacherworksheets.com (\$20/year) • Super Teacher Worksheets-States • Tour of the States • Wakko's State Capitals 	Students will: <ul style="list-style-type: none"> • Know how to locate and identify states and capitals on a map. 	Label/Color a blank map of US
Week 1 Day 5			Students will: <ul style="list-style-type: none"> • Interpret current and historical information using a variety of geographic tools (e.g., maps, globe) 	

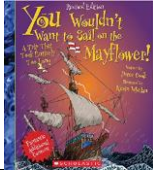
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Standard(s)				
5-G-1. Students will use maps, globes, photographs, pictures, and tables to locate key geographic features, locations, and landmarks in North America.				
Day(s)	Lesson	Suggested Teacher Resources/ Materials	Objective(s)	Assessment(s)
Week 2 Day 1	Bering Strait and Introduce Ancient North American Civilizations: Mayayns, Aztecs,	<ul style="list-style-type: none"> • Interactive Land Bridge Presentation • Learning Lift Off • The First Americans Land Bridge Theory • Brain Pop–Ancient Civilizations • Brain PopJr.–Ancient History • Teachers Pay Teachers (free) Bering Strait Land Bridge–Day 1 by Rita 	Students will: <ul style="list-style-type: none"> • Understand and describe reasons for migration of first Americans. • Know how First Americans adapted to their environment. • Compare cultural aspect of Native American Tribes. 	Class Discussion/Teacher Observation, Brain Pop Quiz
Week 2 Day 2-5 Week 3 Day 1-5	Pre-Columbian North Americans (Introduce and teach by region)	<ul style="list-style-type: none"> • BrainPop- Social Studies: Culture: American Indians • Smithsonian Education Teaching Activities • Teachers Pay Teachers (\$8.00) Native American Unit by Rockin Resources • Teachers Pay Teachers (\$3.00) Native American Lapbook by Fifth in the Middle • Education World-Celebrate Native Americans in the Classroom • Scholastic-Native American Heritage: Everything You Need • Native American Heritage Month • 5th Grade Native American Unit Plan (based of Michigan, example unit) • 5th Grade Native American Unit Plan-by Megan Czarnecki 	Students will: <ul style="list-style-type: none"> • Know how first Americans adapted to their environment. • Compare cultural aspect of Native American Tribes 	Lapbook, summative test/quiz, foldable, journal entries
Standard(s)				
5-C-1. Students will demonstrate how early cultures developed in America by describing reasons to migrate, identifying early tribes of specific regions, and describing how the environment impacted survival and cultural characteristics.				

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Quarter 2 Social Studies–Fifth Quarter				
Exploration and Early Settlement 3 weeks total				
Day(s)	Lesson	Sample Teacher Resources/Materials	Objective(s)	Assessment(s)
Week 1 Day 1-5	Explorers	<ul style="list-style-type: none"> • List of Possible Explorers to study: Columbus, John Cabot, Hernando Cortez, Jacques Cartier, Sir Francis Drake, Henry Hudson, Daniel Boone, James Cook, Lewis and Clark, John Wesley Powell, Leif Erikson. • Jigsaw with a gallery walk for explorers • Read Aloud–Around the World in 100 Years • Teachers Pay Teachers (free) Causes of European Exploration and Colonization of North America Powerpoint by Lizzie Gaines (great background information for teachers, could be used with students if edited.) • Quizlet (search North American Explorers) • Evan Moor History Pockets Explorers of North America • Teachers Pay Teachers (free) European Explorers: A Make and Take Study Guide by Doris Young • “You Wouldn’t Want to Sail With Christopher Columbus!: Uncharted Waters You’d Rather Not Cross” by Fiona MacDonald 	<p>Students will:</p> <ul style="list-style-type: none"> • Understand and describe technological advancements that shaped European exploration. • Compare and contrast the motives for travel, obstacles faced, routines traveled, and accomplishments of European explorers. 	<p>Final project ideas:</p> <ul style="list-style-type: none"> Project about a single explorer Flip book Journal Writing Lapbook Create a prezi about Explorers Teacher Observation

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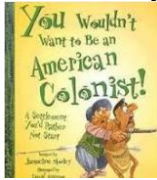
Week 2 Day 1-5	Effect of European Settlement	<ul style="list-style-type: none"> • Effects of European Settlement in America • Cause and Effect of European Exploration in America by Abigail Duclos 	<p>Students will:</p> <ul style="list-style-type: none"> • Clarify the positive and negative interactions between two cultures. 	<p>Cause and Effect Flow Chart Journal Writing Class Debate Write a letter as a Native American to the Europeans or vice versa</p>
Week 3 Day 1-5	Failure and Success of Early Settlements	<ul style="list-style-type: none"> • Teachers Pay Teachers (free) Roanoke, Jamestown and Plymouth: Colonization Lab by teaforteacher • “What happened to the “Lost Colony” of Roanoke?” History.com video • Virginia Trekkers-Jamestown • Jamestown.org • Scholastic: 3-D Interactive Maps: American History • Plimoth • “You Wouldn’t Want to Sail On The Mayflower” by Peter Cook 	<p>Students will:</p> <ul style="list-style-type: none"> • Investigate causes of failure and success of early settlements (e.g. Jamestown, Plymouth, Roanoke) 	
Standard(s)				
5-H-1 The student will describe the technological advancements that shaped exploration, describe their knowledge of European explorers, and describe interaction between Europeans and Native Americans.				

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Quarter 3
Social Studies–Fifth Grade

Exploration and Early Settlement (Crosscut Map Skills, States and Capitals)

3 weeks total

Day(s)	Lesson	Sample Teacher Resources/Materials	Objective(s)	Assessment(s)
Week 1-2 Days 1-5	Colonial Life	<ul style="list-style-type: none"> • Social Studies for Kids-Colonial Times • Thirteen Colonies Series Podcast Mr. Zoller (YouTube) • Colonial Williamsburg–History • Recommend the Tour the Town: Take the Tour option • “If You Lived In Colonial Times” by June Otani  <ul style="list-style-type: none"> • “You Wouldn’t Want to Be an American Colonist!” By Jacqueline Morley  <ul style="list-style-type: none"> • Learn360 “Colonial Settlements” (16 min) • Learn 360 “Colonial Settlements Video Quiz” (21 min) • Butter Making Activity • The Brownbag Teacher - Life in Colonial America Stations 	<p>Students will:</p> <ul style="list-style-type: none"> • Understand the motive for settlement, key individuals, geography, economy, government, social structure and relationships with Native Americans. • Identify key individuals responsible for development of colonies and describe their impact. 	<ul style="list-style-type: none"> • Write a newspaper for one of the colonies. • Write a journal entry as a colonist. • Summative/Formative Assessments • Lap book • Journal Writing
Week 3 Days 1-5	Economics and Politics of Colonies	<ul style="list-style-type: none"> • Triangular Trade (Map and info) • The Best Childrens Books-Life in Colonial America • (Modern Farmer-Americas first cash crop Tobacco-good teacher background information 	<p>Students will:</p> <ul style="list-style-type: none"> • Compare and contrast geographical, political, social, and economical aspects of colonial life in each region (New England, Middle, and Southern). 	<p>Formative/Summative Assessments</p> <p>Journal Writing</p> <p>Color/Label a map with key geographical, political, social and</p>

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		<ul style="list-style-type: none"> • Note: Many of the resources above apply to this module 	Students will: <ul style="list-style-type: none"> • Identify the causes for triangular trade and its impact/effect on individuals and society 	economic features of the colonies
Standard(s)				
5-H-2 Students will compare and contrast life in New England, Middle and Southern Colonies.				
Quarter 4 Social Studies–Fifth Grade				
Revolutionary War/Government				
4 weeks total				
Day(s)	Lesson	Sample Teacher Resources/Materials	Objective(s)	Assessment(s)
Week 1 Day 1-5	Causes of American Revolution	<ul style="list-style-type: none"> • School House Rock “No More Kings” • Taxation without Rep. Roleplaying Activity • Young Teacher Love-Role Playing with American Revolution • Too Late To Apologize King George video • Liberty’s Kids (Episodes 1 and 2) • Pups of Liberty-The Boston Tea Party Bone Party • Causes and Effects of the American Revolution-good teacher background information • Mr Nuss Baum 	Students will: <ul style="list-style-type: none"> • Describe events that led up to the American Revolution (create a time line, flow map, etc) • Analyze primary and secondary documents and use its relevant details to make judgments. 	
Week 2 Day 1-5	American Revolution	<ul style="list-style-type: none"> • Pups of Liberty-The Dog-claration of Independence • Liberty’s Kids videos • American War of Independence in 9 minutes • Education Possible-Hands History American Revolution Activities-good tips on writing letters and aging paper to look older • American Revolution 	Students will: <ul style="list-style-type: none"> • Explain the factors that allowed the Continental Army to defeat the British Army in the Revolutionary War. • Analyze primary and secondary documents and use its relevant details to make judgements. 	<ul style="list-style-type: none"> • Teachers Pay Teachers (free) The Causes of the American Revolution Bingo Game by theteachersprep • Write a Break-Up letter with Britain • Make a comic strip of causes and events of American Revolution
Standard(s)				
5-H-3 The student will demonstrate knowledge of the causes of the American Revolution.				
Week 3 Day 1-5	Early Government,	<ul style="list-style-type: none"> • Congress-Independence, Constitution with quizzes 	Students will:	Journal Writing Quiz

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	Introduction to Constitution, and National Symbols	<ul style="list-style-type: none"> • Congress for Kids • Teachers Pay Teachers (free) Influences of the Constitution 90 Minute Lesson Plan by SuperStarksSecondary (great resource for older students. Needs to be adapted to 5th grade) • School House Rock 3 Ring Circus-great introduction to what will come in higher grades • Teachers Pay Teachers (free) American Symbols Freebie U.S. Symbol Quilt or Class Book Printable 	<ul style="list-style-type: none"> • Explain how and why government changed in Early America. • Understanding the purpose of the constitution by the founding fathers of America. • Describe how cultural symbols represent the United States. 	Creative Project
Standard(s)				
5-G/C-1 Students will demonstrate knowledge of the challenges faced by the new nation by identifying weakness of early government and the principles and laws established by the Constitution.				