

5th Grade Social Studies Curriculum Map

March 12, 2021

Standards SS-Seven Key Ideas	Content	Skills/Practices SS- Six Practices	Materials/ Resources	Assessments (All) Daily/Weekly/ Benchmarks	Timeline (Months/Weeks/Days)
5.1a	Students will examine theories of the migration routes by which the first humans may have arrived, including the Beringia land bridge, using maps and archaeological evidence in North and South America.	<ul style="list-style-type: none"> ● Gathering, Interpreting, and Using evidence ● Chronological Reasoning 	<ul style="list-style-type: none"> ● Teacher made Google Slides ● Interactive composition notebook ● Website: ducksters ● Western Hemisphere physical & political maps 	<ul style="list-style-type: none"> ● Teacher Made: “Migration Theories” Flipbook ● Scavenger Hunt w/ Migration Routes 	<ul style="list-style-type: none"> ● September (1 week)
5.1b	Students will identify the ways human populations settled, adapted, and made use of the resources and environment in North and South America. <ul style="list-style-type: none"> ● Influenced by water (rivers, oceans, rainforest) ● Influenced by land (deserts, plains, mountains) ● Influenced by 	<ul style="list-style-type: none"> ● Gathering, Interpreting, and Using evidence ● Chronological Reasoning 	<ul style="list-style-type: none"> ● Interactive composition notebook ● Website: ducksters ● Western Hemisphere physical & political maps 		<ul style="list-style-type: none"> ● September (1 week)

	climate conditions				
5.1c	<p>Students will examine maps of the different Native American groups located in the Western Hemisphere, along with recognizing their physical features and climate conditions.</p> <p>Students will select one Native American group from the following regions, the United States, Canada, and the Caribbean to explore and research.</p> <ul style="list-style-type: none"> • Use of Environment • Culture (customs, beliefs, values, languages) • Government 	<ul style="list-style-type: none"> • Gathering, Interpreting, and using Evidence • Geographic Reasoning • Comparison and Contextualization 	<ul style="list-style-type: none"> • Teacher made Google Slides • Interactive composition notebook • Western Hemisphere physical & political maps 	<ul style="list-style-type: none"> • Native American Group/Culture project 	<ul style="list-style-type: none"> • September (1 week) • October (1 week)
5.2a 5.2b 5.2c * Inquiry #1: "Complex	<p>Students will locate complex societies and civilizations of the Mayas, Aztecs, and Incas on a map, along with determining their time period.</p>	<ul style="list-style-type: none"> • Gathering, Interpreting, and using Evidence • Chronological Reasoning • Comparison and 	<ul style="list-style-type: none"> • Teacher made Google Slides • Interactive composition notebook • Website: ducksters 	<ul style="list-style-type: none"> • Mayas, Aztecs, and Incas project 	<ul style="list-style-type: none"> • October (2 weeks) • November (1 week)

<p><u>Societies</u></p>	<p>Students will compare and contrast the characteristics between the Mayas, Aztecs, and Incas.</p> <ul style="list-style-type: none"> • Environment- (resources, climate, shelter, farming) • Culture- (language, food, clothing, transportation) • Politics- (government, rulers, city-states, territories) 	<p>Contextualization</p>			
<p>5.3a</p> <p><u>*Inquiry #3:</u> “New France”</p>	<p>Students will investigate explorers from different European countries and map the areas of the Western Hemisphere where they explored.</p> <ul style="list-style-type: none"> • Christopher Columbus • John Cabot, • Jacques Cartier • Pedro Cabral • Vasco Nunez de Balboa <p>Students will map the key areas of the Western Hemisphere</p>	<ul style="list-style-type: none"> • Gathering, Interpreting, and using Evidence • Chronological Reasoning • Comparison and Contextualization 	<ul style="list-style-type: none"> • Teacher made Google Slides • Interactive composition notebook • Website: ducksters • Website: Brainpop 	<ul style="list-style-type: none"> • European Explorer Project • European Colony Project 	<ul style="list-style-type: none"> • November (2 weeks)

	<p>that were colonized, along with comparing the locations, sizes, and key resources.</p> <ul style="list-style-type: none"> • English • Dutch • French • Portuguese • Spanish 				
5.3b	<p>Students will examine how Native Americans viewed the newcomers.</p> <p>Students will examine European interactions with Native Americans.</p> <ul style="list-style-type: none"> • EConquests by Cortez and Pizarro, which resulted in demographic change • French in Canada, which resulted in the fur trade 	<ul style="list-style-type: none"> • Gathering, Interpreting, and using Evidence • Chronological Reasoning • Economics & Economic Systems 	<ul style="list-style-type: none"> • Teacher made Google Slides • Interactive composition notebook • Website: ducksters 		<ul style="list-style-type: none"> • December (1 week)
5.3c	<p>Students will map the movements of people, plants, animals, and disease between Europe, the AMericas, and Africa.</p> <p>Students will examine</p>	<ul style="list-style-type: none"> • Chronological Reasoning • Geographic Reasoning 	<ul style="list-style-type: none"> • Interactive composition notebook • Website: ducksters • Website: Brainpop 	<ul style="list-style-type: none"> • Flipbook: "Age of Exploration" • Scavenger Hunt w/ Exploration and Discoveries 	<ul style="list-style-type: none"> • December (1 week)

	the effect of diseases introduced to the Western Hemisphere.				
5.3d <u>*Inquiry #2:</u> <u>"Slavery & Sugar"</u>	<p>Students will investigate why sugar was brought to the Americas.</p> <ul style="list-style-type: none"> • Where it was grown, and why • The role of supply and demand <p>Students will examine the conditions experienced by enslaved Africans during the Middle Passage.</p>	<ul style="list-style-type: none"> • Geographic Reasoning • Economics & Economic Systems 	<ul style="list-style-type: none"> • Interactive composition notebook 		<ul style="list-style-type: none"> • December (2 week)
5.4a 5.4c	<p>Students will examine the major physical features in the Western Hemisphere with climate zones, landforms, bodies of water, and natural resources.</p> <ul style="list-style-type: none"> • North America • South America • Mesoamerica • Caribbean 	<ul style="list-style-type: none"> • Gathering, Interpreting and using evidence • Geographic Reasoning 	<ul style="list-style-type: none"> • Interactive composition notebook 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • January (1 week)
5.4b 5.4c	Students will identify the political features in the Western	<ul style="list-style-type: none"> • Gathering, Interpreting and using 	<ul style="list-style-type: none"> • Interactive composition notebook 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • January (1 week)

	<p>Hemisphere with boundaries and economics.</p> <ul style="list-style-type: none"> • North America • South America • Mesoamerica • Caribbean 	<p>evidence</p> <ul style="list-style-type: none"> • Geographic Reasoning 			
5.4b	<p>Students will common and contrast the regions' characteristics with physical, political, boundaries and economic features in the Western Hemisphere.</p> <ul style="list-style-type: none"> • North America • South America • Mesoamerica • Caribbean 	<ul style="list-style-type: none"> • Chronological Reasoning • Comparison and Contextualization 	<ul style="list-style-type: none"> • Interactive composition notebook 		<ul style="list-style-type: none"> • January (1 week)
5.5a	<p>Students will explore key cultural characteristics (languages, religions, contributions) of the United States, Canada, Mexico, one of the Caribbean or one South American country.</p> <p>Students will compare and contrast key</p>	<ul style="list-style-type: none"> • Chronological Reasoning • Comparison and Contextualization 	<ul style="list-style-type: none"> • Interactive composition notebook 		<ul style="list-style-type: none"> • February (2 weeks)
* <u>Inquiry #4:</u> "Puerto Rico"					

	<p>cultural characteristics and contributions of the United States, Canada, Mexico, and one other country in either the Caribbean or South America.</p>				
5.5b	<p>Students will investigate a current issue that two or more Western Hemisphere countries are facing together.</p> <ul style="list-style-type: none"> Possible examples- environmental issues, immigration, and trade 	<ul style="list-style-type: none"> Gathering, Interpreting, and Using Evidence Economics and Economic Systems Civic Participation 			<ul style="list-style-type: none"> February (1 week)
5.6a	<p>Students will examine the basic structure of the United States federal government, the branches of government.</p> <p>Students will compare and contrast the government structures and functions of the</p>	<ul style="list-style-type: none"> Economics and Economic Systems Civic Participation 	<ul style="list-style-type: none"> Interactive composition notebook 		<ul style="list-style-type: none"> March (2 weeks)
* <u>Inquiry 5:</u> “Declaration of Independence”					

	United States government with those of Canada, Mexico, and one other country in either the Caribbean or South America.				
5.6b	<p>Students will examine the foundational documents of the United States government for evidence of the country's beliefs, values, and principles of constitutional democracy.</p> <ul style="list-style-type: none"> • The Declaration of Independence • The US Constitution & Bill of Rights • The British North America Act • The Canadian Bill of Rights 	<ul style="list-style-type: none"> • Economics and Economic Systems • Civic Participation 	<ul style="list-style-type: none"> • Interactive composition notebook 		<ul style="list-style-type: none"> • March (2 weeks)
5.6c	Students will examine at least one group of people in the Western Hemisphere who have struggled or are struggling for equality and civil rights, or sovereignty.	<ul style="list-style-type: none"> • Chronological Reasoning • Economics and Economic Systems 			<ul style="list-style-type: none"> • April (1 week)

	<ul style="list-style-type: none">• Possible examples- Native Americans, African Americans, Women, or another cultural, ethnic, or racial minority group				
5.7a <u>*Inquiry #6:</u> "Bananas"			<ul style="list-style-type: none">• Interactive composition notebook		