

Wallenpaupack Area School District Planned Course Curriculum Guide

Department
Social Studies: Grade 5

Name of Course
The Development of the United States Community

Course Description:

This course has been designed to answer the following essential questions:

In what ways, and for whom, was America an economic land of opportunity throughout its history?

How did the development of the colonies and the American Revolution contribute to an American identity?

How does a perception of injustice fuel conflict?

How have laws and rules promoted and hindered freedom and equality?

How has the physical geography of America affected its growth and development?

How have the roles of individual affected the community?

Revision Date:

July 2015

Wallenpaupack Area School District Curriculum	
COURSE: The Development of the United States Community	GRADE: 5
UNIT 1: Colonies	TIMEFRAME: 6 weeks

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives</p> <p>D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time</p> <p>D2.His.6.3-5. Describe how people’s perspectives shaped the historical sources they created.</p> <p>D2.His.2.3-5. Compare life in specific historical time periods to life today.</p> <p>D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.</p> <p>D2.His.14.3-5. Explain probable causes and effects of events and developments</p> <p>D2.Eco.2.3-5. Identify positive and negative incentives that influence the decisions people make.</p> <p>D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.</p> <p>D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time.</p>
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Explain how economic opportunities brought immigrants to the colonies. • Explain the changes in New World as a result of colonization. • Describe how the colonists’ perceptions of injustice influenced them to leave their homelands. • Compare and contrast the differences between the laws and rules in the colonies and the laws and rules of the colonists’ homelands. • Describe the role the geography of North America played in influencing the influx of colonists. • Describe the role individuals played in shaping the New World.
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • Read and discuss nonfiction passages and historical documents • Respond to writing prompts • Create projects • Implement technology-based research • Present information orally or through multimedia
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p>
<p>EVIDENCE OF MASTERY/Cut Score (Keystone Exam):</p>
<p>DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)</p>
<p>RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):</p> <p>Colonial America Unit Bundle: New England, Middle, Southern, and Comparisons By Jenifer Bazzit</p>
<p>RESOURCE SPECIFIC VOCABULARY:</p>

Wallenpaupack Area School District Curriculum	
COURSE: The Development of the United States Community	GRADE: 5
UNIT 2: American Revolution	TIMEFRAME: 6 weeks

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>D2.His.2.3-5. Compare life in specific historical time periods to life today.</p> <p>D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.</p> <p>D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.</p> <p>D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time.</p> <p>D2.His.6.3-5. Describe how people’s perspectives shaped the historical sources they created.</p> <p>D2.Geo.12.3-5. Explain how natural and human-made catastrophic events in one place affect people living in other places.</p> <p>D2.Geo.11.3-5. Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.</p> <p>D2.Eco.14.3-5. Explain how trade leads to increasing economic interdependence among nations.</p> <p>D2.Eco.15.3-5. Explain the effects of increasing economic interdependence on different groups within participating nations.</p> <p>D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.</p> <p>D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms.</p> <p>D2.Civ.9.3-5. Use deliberative processes when making decisions or reaching judgments as a group.</p> <p>D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws.</p> <p>D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society.</p>
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Explain how the American Revolution influenced the economy in the colonies. • Explain how the important documents from the colonial development and American Revolution influenced the development of America. • Describe how the colonists’ perceptions of injustice influenced them to declare their independence from Britain and write the Declaration of Independence. • Compare and contrast the differences between the laws and rules in the colonies and the laws and rules of the British government. • Describe the role the geography of North America played during the American Revolution. • Describe the role individuals played in the American Revolution.
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • Read and discuss nonfiction passages and historical documents • Respond to writing prompts • Create projects • Implement technology-based research • Present information orally or through multimedia
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p>
<p>EVIDENCE OF MASTERY/Cut Score (Keystone Exam):</p>

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

Road to Revolution: The Colonies Unite- An Active, Engaging Unit

By Jenifer Bazzit

Declaration of Independence- Common Core Reading, Writing, and SS Unit

By Jenifer Bazzit

RESOURCE SPECIFIC VOCABULARY:

Wallenpaupack Area School District Curriculum

COURSE: The Development of the United States

GRADE: 5

Community	
UNIT 3: Constitution/Bill of Rights	TIMEFRAME: 18 weeks

PA COMMON CORE/NATIONAL STANDARDS:

- D2.His.1.3-5.** Create and use a chronological sequence of related events to compare developments that happened at the same time.
- D2.His.2.3-5.** Compare life in specific historical time periods to life today.
- D2.His.3.3-5.** Generate questions about individuals and groups who have shaped significant historical changes and continuities.
- D2.His.4.3-5.** Explain why individuals and groups during the same historical period differed in their perspectives
- D2.His.5.3-5.** Explain connections among historical contexts and people’s perspectives at the time.
- D2.His.6.3-5.** Describe how people’s perspectives shaped the historical sources they created.
- D2.His.9.3-5.** Summarize how different kinds of historical sources are used to explain events in the past.
- D2.His.11.3-5.** Infer the intended audience and purpose of a historical source from information within the source itself.
- D2.His.12.3-5.** Generate questions about multiple historical sources and their relationships to particular historical events and developments.
- D2.His.13.3-5.** Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.
- D2.His.14.3-5.** Explain probable causes and effects of events and developments.
- D2.Civ.1.3-5.** Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.
- D2.Civ.2.3-5.** Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate.
- D2.Civ.3.3-5.** Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.
- D2.Civ.4.3-5.** Explain how groups of people make rules to create responsibilities and protect freedoms.
- D2.Civ.5.3-5.** Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.
- D2.Civ.6.3-5.** Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- D2.Civ.8.3-5.** Identify core civic virtues and democratic principles that guide government, society, and communities.
- D2.Civ.9.3-5.** Use deliberative processes when making decisions or reaching judgments as a group.
- D2.Civ.10.3-5.** Identify the beliefs, experiences, perspectives, and values that underlie their own and others’ points of view about civic issues.
- D2.Civ.12.3-5.** Explain how rules and laws change society and how people change rules and laws.
- D2.Civ.13.3-5.** Explain how policies are developed to address public problems.
- D2.Civ.14.3-5.** Illustrate historical and contemporary means of changing society.

UNIT OBJECTIVES (SWBATS):

- Describe how the colonists’ perceptions of injustice influenced them to write the Constitution and the Bill of Rights.
- Compare and contrast the differences between the laws and rules in the colonies and the laws and rules of the colonists’ homelands.
- Describe the role individuals played in writing the Constitution and Bill of Rights.
- Compare and contrast the American identity before and after the writing of the United States Constitution.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Read and discuss nonfiction passages and historical documents
- Respond to writing prompts
- Create projects
- Implement technology-based research
- Present information orally or through multimedia

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):
DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)
RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): Branches of Government Unit Bundle *Six Amazing Products!*By Jenifer Bazzit U.S. Constitution- A Common Core-Aligned Reading and Social Studies Unit By Jenifer Bazzit
RESOURCE SPECIFIC VOCABULARY:

COURSE: The Development of the United States Community	GRADE: 5
UNIT 4: Westward Expansion	TIMEFRAME:

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>D2.Eco.1.3-5. Compare the benefits and costs of individual choices.</p> <p>D2.Eco.2.3-5. Identify positive and negative incentives that influence the decisions people make.</p> <p>D2.Eco.3.3-5. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.</p> <p>D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.</p> <p>D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments.</p> <p>D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time.</p> <p>D2.Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions.</p> <p>D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources</p> <p>D2.Geo.9.3-5. Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</p> <p>D2.Geo.11.3-5. Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.</p> <p>D2.Geo.12.3-5. Explain how natural and human-made catastrophic events in one place affect people living in other places.</p> <p>D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time.</p> <p>D2.His.2.3-5. Compare life in specific historical time periods to life today</p> <p>D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.</p> <p>D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives</p> <p>D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time.</p> <p>D2.His.6.3-5. Describe how people’s perspectives shaped the historical sources they created.</p> <p>D2.His.14.3-5. Explain probable causes and effects of events and developments.</p>
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<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Identify how economic opportunities impacted the growth of the nation. • Explain how Westward Expansion contributed to America’s identity. • Explain how a perception of injustice fueled conflicts during Westward Expansion. • Compare and contrast how the laws and rules promoted and hindered freedom and equality among the Native Americans and the Colonists. • Describe the ways the physical geography of America impacted the journey of the pioneers. • Describe the role that individuals played in Westward Expansion.

<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p>
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<p>ANCHOR VOCABULARY:</p>

<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p>

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

Westward Expansion Unit
By Over the Rainbow in 4th Grade

RESOURCE SPECIFIC VOCABULARY: