

**WALLENPAUPACK AREA SCHOOL DISTRICT**  
Hawley, Pennsylvania

## PLANNED COURSE CURRICULUM GUIDE

Course Details		Instructional Time	
<b>Course / Grade:</b>	Social Studies/ 5 <sup>th</sup> Grade	<b>Type of Offering:</b>	<input type="checkbox"/> Required <input type="checkbox"/> Elective
<b>Department:</b>		<b>Length of Course:</b>	<input type="checkbox"/> Marking Period (1/4 year)
<b>Course # / Code:</b>			<input type="checkbox"/> Semester (1/2 year)
			<input type="checkbox"/> Year (1 full year)

	<b>Date of Completion:</b>	
	<b>Date Adopted:</b>	

<b>Date of Revision:</b>	2/16/2023
<b>Revision Author(s):</b>	Heather Cole

**Course Description** – a narrative of the entire course. Highlight major concepts addressed and the benefit for student completion.

The 5<sup>th</sup> Grade Social Studies course content and contexts are embedded within the 5<sup>th</sup> Grade English Language Arts Units. The Social Studies content and contexts for this course include the Literacy Lab, Adventure/Survival and Civil Rights Era.

**Course Rationale** – highlight the purpose of this course and what makes it relevant.

As students' progress in their Social Studies experiences, they focus on learning about the world around them from smaller and more local contexts all the way through contexts requiring global awareness. To this point in their Social Studies development 5<sup>th</sup> grade students have Social Studies experiences in mapping their homes, schools, neighborhoods, states, countries, and eventually the world (1<sup>st</sup> grade), jobs in their communities (2<sup>nd</sup> grade), traditional tales and world cultures and geography (3<sup>rd</sup> grade), and US States and US Westward Expansion in 4<sup>th</sup> grade. In 5<sup>th</sup> grade the focus on learning is geography/current events, 13 Colonies, American Revolution, and Civil Rights Era.

Unit	Standard	Essential Questions	Enduring Understandings	Vocabulary	Materials/Resources	Assessment
Geography/Current Events	<p>5.2 Rights and Responsibilities of Citizenship</p> <p>6.5 Income, Profit, and Wealth</p> <p>7.1 Basic Geographic Literacy</p> <p>7.2 Physical Characteristics of places and Regions</p>	<p>In what ways, and for whom, was America an economic land of opportunity throughout its history?</p> <p>How does a perception of injustice fuel conflict?</p> <p>How have laws and rules promoted and hindered freedom and equality?</p> <p>How has the physical geography of America affected its growth and development?</p> <p>How have the roles of individuals affected the community?</p>	<p>The study of people, places, and environments enables us to understand the relationship between human populations and the physical world.</p> <p>Today's social, cultural, economic, and civic issues demand that students apply knowledge, skills, and understandings as they address questions such as: Why do people decide to live where they do or move to other places? Why is location important? How do people interact with the environment and what are some of the consequences of those interactions? What physical and other characteristics lead to the creation of regions?</p>	<p>Climate</p> <p>Environment</p> <p>Geographic Tools</p> <p>Human Features</p> <p>Place</p> <p>Physical Systems</p> <p>Region</p> <p>Resource</p> <p>Spatial</p>	<p>Read and discuss maps, charts, and diagrams.</p> <p>Use mapping strategies to identify locations from nonfiction passages.</p> <p>Create projects.</p> <p>Implement technology-based research.</p> <p>Present information orally or through multimedia</p>	<p>Preassessment</p> <p>Formal assessment incorporating standards.</p>

Unit	Standard	Essential Questions	Enduring Understandings	Vocabulary	Materials/ Resources	Assessment
13 Colonies	<p>6.1 Scarcity and Choice</p> <p>6.5 Income, Profit, and Wealth</p> <p>7.3 Human Characteristics of Places and Regions</p> <p>7.4 Interactions Between People and the Environment</p> <p>8.3 United States History</p>	<p>In what ways, and for whom, was America an economic land of opportunity throughout its history?</p> <p>How does a perception of injustice fuel conflict?</p> <p>How have laws and rules promoted and hindered freedom and equality?</p> <p>How has the physical geography of America affected its growth and development?</p> <p>How have the roles of individual affected the community?</p>	<p>Studying the past makes it possible for us to understand the human story across time.</p> <p>In exploring this theme, students confront questions such as: What are the purposes and functions of government? Under what circumstances is the exercise of political power legitimate? What are the proper scope and limits of authority? How are individual rights protected and challenged within the context of majority rule?</p> <p>Human beings create, learn, share, and adapt to culture.</p>	<p>Resource</p> <p>Cultural</p> <p>Ethnicity</p> <p>Conflict</p> <p>Economic</p> <p>Goods</p> <p>Incentives</p> <p>Demand</p> <p>Cost</p> <p>Consumer</p> <p>Supply/Demand</p> <p>Trade</p> <p>Climate</p> <p>Environment</p> <p>Region</p>	<p>Read and discuss maps, charts, and diagrams.</p> <p>Create projects.</p> <p>Implement technology-based research.</p> <p>Present information orally or through multimedia.</p> <p>Respond to writing prompts.</p> <p>Read and discuss nonfiction passages and historical documents.</p>	<p>Preassessment</p> <p>Formal assessment incorporating standards.</p> <p>Project-based assessment.</p>

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American Revolution	5.3 How Government Works  8.3 – United States History  8.4 – World History	<p>In what ways, and for whom, was America an economic land of opportunity throughout history?</p> <p>How did the development of the colonies and the American Revolution contribute to an American identity?</p> <p>How does a perception of injustice fuel conflict? How have laws and rules prompted and hindered freedom and equality?</p> <p>How has the physical geography of America affected its growth and development?</p> <p>How have the roles of individual affected the community?</p>	<p>Studying the past makes it possible for us to understand the human story across time.</p> <p>Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values, and beliefs of the periods in which they took place.</p>	Conflict Context of Events Culture Economic Political Opinion Social Leadership Justice Government Liberty Conflict Resolution Country Treason Authority Freedom	<p>Arc unit books</p> <p>Epic</p> <p>Road to Revolution: Colonies Unite, By: Jennifer Bazzit</p> <p>Readworks</p> <p><i>Good Question – Did it all start with a snowball fight? And other Questions about the American Revolution.</i> By: Mary Kay Carson</p>	<p>Preassessment</p> <p>Formal assessment incorporating standards.</p> <p>Project-based assessment.</p>

Unit	Standard	Essential Questions	Enduring Understandings	Vocabulary	Materials/ Resources	Assessment
Civil Rights Era	5.1 - Principles and Documents of Government  5.2 – Rights and Responsibilities of Citizenship  5.3 - How Government Works  8.3 – United States History	In what ways, and for whom, was America an economic land of opportunity throughout history?  How does a perception of injustice fuel conflict?  How have laws and rules prompted 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?	Human beings create, learn, share, and adapt to culture.    Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values, and beliefs of the periods in which they took place.	Refer to Civil Rights Era Vocabulary Card for social studies specific vocabulary under the categories of: Major Cases, Legislation, and Organizations.	ARC unit books  Epic  Readworks  ARC Civil Rights Era Unit  <i>The Civil Rights Movement</i> by: Jennifer Zeiger  ARC Bookshelf  <i>Civil Rights Movement for Kids a History with 21 Activities</i> By: Mary Turck	Preassessment  Formal assessment incorporating standards.  Project-based assessment.