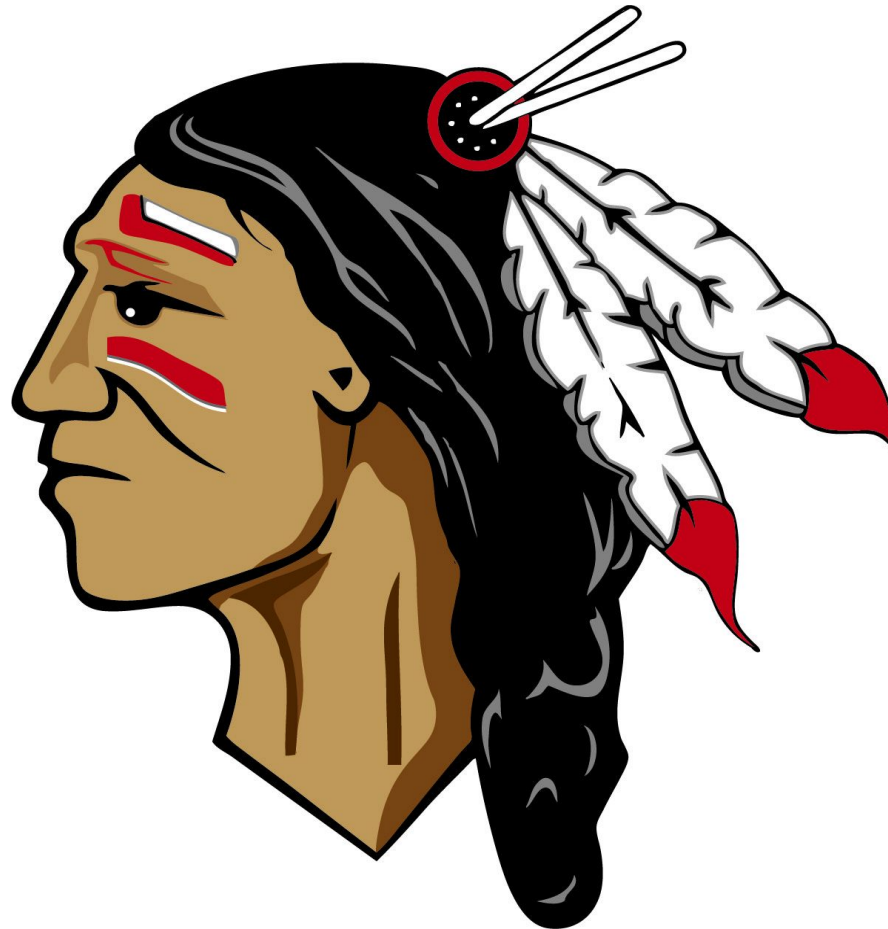


Westside Middle School

5th Grade Social Studies Curriculum Map

2019-2020

Revised: 06.06.2019
Falls and Loggains



Map is still under construction and will be revised throughout the year.

WESTSIDE MIDDLE SCHOOL 5TH GRADE SOCIAL STUDIES CURRICULUM MAP

Unit 1		8 Weeks	
Ancient and Native Americans			
AR STANDARDS / SKILLS			
CONTENT VOCABULARY WITHIN THE STANDARD WILL BE TAUGHT THROUGHOUT DAILY OBJECTIVES / GOALS.			
<p>H.12.5.1 Develop claims about pre-Columbian societies in North America by analyzing artifacts, artwork, charts, graphs, digital, and print sources</p> <p>H.12.5.2 Compare characteristics (e.g., dwellings, culture, beliefs, land use, food, clothing) of major pre-Columbian groups within North America using a variety of sources (e.g., mound builders, cliff dwellers, Southwest, Great Plains, Pacific Northwest, Woodland peoples)</p> <p>E.4.5.1 Explain ways trade-offs have allowed societies to get the most out of scarce resources</p> <p>G.8.5.1 Describe locations of societies and their cultural and environmental characteristics within early Americas through the 1820s using geographic representatives of different scales</p> <p>G.8.5.2 Explain relationships between physical and human characteristics and changes over time using a variety of geographic representations</p> <p>G.8.5.3 Synthesize information from a variety of sources to construct maps and other geographic representations</p> <p>G.9.5.1 Analyze effects of human-generated changes on the physical environment in places and regions over time from early America to the 1820s</p> <p>G.9.5.3 Analyze ways climate and environmental characteristics influenced where groups lived and how they adjusted to the environment</p> <p>G.10.5.1 Examine relationships between human settlements and movements and the location and use of natural resources in early Americas (e.g., early people groups, Native Americans)</p> <p>G.10.5.2 Examine effects of environmental and cultural characteristics on the distribution and movement of people, goods, and ideas using multiple sources of information (e.g., trade routes, waterways, geographic barriers, accessibility)</p> <p>G.11.5.2 Analyze cooperation within communities during and after natural and human-made disasters (e.g., disease, famine, weather phenomena, war)</p>			
Activities/Skills	Assessments	Resources	Vocabulary/Terms
<ul style="list-style-type: none">• Ancient Americans Events Timeline• Ancient Americans (mound builders, cliff dwellers)• Native American Regions (Southwest, Great Plains, Pacific Northwest, Woodlands People)	<ul style="list-style-type: none">• Mound dwellers, cliff dwellers, Aztec, Inca assessment• Native American Regions Essay• Native American Regions Project• Native American Regions assessment	<ul style="list-style-type: none">• <i>Making a New Nation</i>, Harcourt• American History Interactive Notebook, Pam Oliveri• <i>Plains Indians</i>, Ansary• <i>Southwest Indians</i>, Ansary• <i>Northwest Coast</i>, Ansary• <i>Eastern Woodlands</i>, Ansary• <i>If You Lived with the Indians of the Northwest Coast</i>, Kamma• <i>If You Lived with the Hopi</i>, Kamma• <i>If You Lived with the Iroquois</i>, Levine• <i>If You Lived with the Sioux Indians</i>, McGovern• <i>If You Lived with the Cherokee</i>, Roop• <i>The Southeast Indians Daily Life in the 1500s</i>, Slusher-Haas• <i>The Northwest Indians Daily Life in the 1700s</i>, Monroe• <i>The Southwest Indians Daily Life in the 1500s</i>, Englar• <i>A Boy Called Slow</i>, Bruchac	<p>agriculture</p> <p>clan</p> <p>irrigation</p> <p>nomad</p> <p>pueblo</p> <p>civilizations</p> <p>migration</p> <p>cliff dwellers</p> <p>kivas</p> <p>mesas</p> <p>tingit</p> <p>Hopi</p> <p>staple</p> <p>travois</p> <p>longhouse</p> <p>confederation</p> <p>wampum</p> <p>adobe</p> <p>wigwams</p> <p>Iroquois Confederacy</p> <p>Aztecs</p>

		<ul style="list-style-type: none"> • <i>The Rough-Face Girl</i>, Martin • <i>The Flute Player an Apache Folktale</i>, Lacapa • <i>When Clay Sings</i>, Baylor • <i>Raven A Trickster tale from the Northwest</i>, McDermott • Native American Region Informational Articles, Pam Oliveri 	
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<div> <div>Unit 2</div> <div>Early Explorers and Trade Routes</div> <div>4 Weeks</div> </div>			
<div>AR STANDARDS / SKILLS</div> <div>CONTENT VOCABULARY WITHIN THE STANDARD WILL BE TAUGHT THROUGHOUT DAILY OBJECTIVES / GOALS.</div>			
<p>H.12.5.3 Examine reasons for European exploration in the Americas from multiple perspectives (trade, religion, colonies, spheres of influence, wealth)</p> <p>H.12.5.4 Evaluate short- and long-term effects of European exploration and settlement in the America and Arkansas from multiple perspectives (e.g., disease, conflict)</p> <p>E.4.5.1 Explain ways trade-offs have allowed societies to get the most out of scarce resources</p> <p>G.8.5.3 Synthesize information from a variety of sources to construct maps and other geographic representations</p> <p>G.11.5.2 Analyze cooperation within communities during and after natural and human-made disasters (e.g., disease, famine, weather phenomena, war)</p>			
Activities/Skills	Assessments	Resources	Vocabulary/Terms
<ul style="list-style-type: none"> • Events Timeline • My Map of Exploration and Trade • Influential Explorers and Individuals • Tools for the Age of Discovery • Marco Polo and the Description of the World • The Silk Road • Trade and Exploration in Africa and China • Spanish Reconquista and Columbus • Columbian Exchange-Magellan • Northwest Passage--John Cabot 	<ul style="list-style-type: none"> • Various Common Assessments 	<ul style="list-style-type: none"> • <i>Making a New Nation</i>, Harcourt • American History Interactive Notebook, Pam Oliveri • Explorers Informational Articles, Pam Oliveri 	expedition Middle Ages merchant astrolabe chronometer colony navigation Silk Road circumnavigate caravans caravel Songhai seaworthy ships gunpowder conquistador isthmus Spanish Reconquista Vikings Northwest Passage saga cartographer monarch navigation

			scurvy Renaissance
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Unit 3	4 Weeks
Colonist and Native American Relations	

AR STANDARDS / SKILLS
<i>CONTENT VOCABULARY WITHIN THE STANDARD WILL BE TAUGHT THROUGHOUT DAILY OBJECTIVES / GOALS.</i>

H.12.5.4 Evaluate short- and long-term effects of European exploration and settlement in the America and Arkansas from multiple perspectives (e.g., Roanoke, Jamestown, disease, conflict)

H.12.5.5 Compare the social, economic, political, and geographic development of the New England, middle, and southern colonies from multiple perspectives using a variety of sources (e.g., Native Americans, Africans, colonists, indentured servants, colonial leaders, Europeans, farmers, merchants)

H.12.5.6 Evaluate the economic and cultural effects of indentured servitude and slavery in the New England, middle, and southern colonies from multiple perspectives

H.12.5.7 Research the development of the colonies by generating compelling and supporting questions to guide inquiry (e.g., Why did people settle where they did? How did they solve problems? Was life better in the colonies that England? Was life better in some colonies than others? How were patterns of settlement influenced by beliefs, economics, and geography?)

C.1.5.1 Examine foundational documents of the United States government (e.g., Mayflower Compact)

E.4.5.1 Explain ways trade-offs have allowed societies to get the most out of scarce resources

E.5.5.2 Analyze historical developments in pre-colonial America through the Revolutionary period using models of economic decision making (e.g., colonization)

E.6.5.1 Examine ways human, natural, and capital resources were organized to produce and deliver goods and services in pre-Colonial America through the Revolutionary period (e.g., trade companies, joint stock companies, entrepreneurs, merchants)

E.6.5.5 Analyze forms and purposes of currency in early America through the Revolutionary War

E.7.5.1 Explain ways trade leads to increasing economic interdependence among countries (e.g., slave trade, triangular trade, manufactured goods, agriculture)

G.8.5.1 Describe locations of societies and their cultural and environmental characteristics within early Americas through the 1820s using geographic representatives of different scales

G.8.5.2 Explain relationships between physical and human characteristics and changes over time using a variety of geographic representations

G.8.5.3 Synthesize information from a variety of sources to construct maps and other geographic representations

G.9.5.1 Analyze effects of human-generated changes on the physical environment in places and regions over time from early America to the 1820s

G.9.5.2 Analyze ways cultural characteristics influenced population distribution in the early Americas through the post-Revolutionary period

G.9.5.3 Analyze ways climate and environmental characteristics influenced where groups lived and how they adjusted to the environment

G.10.5.1 Examine relationships between human settlements and movements and the location and use of natural resources in early Americas (e.g., early people groups, Native Americans)

G.10.5.2 Examine effects of environmental and cultural characteristics on the distribution and movement of people, goods, and ideas using multiple sources of information (e.g., trade routes, waterways, geographic barriers, accessibility)

G.11.5.1 Explain how the interactions with nearby and distant places have changed the special patterns of economic activities over time (e.g., trade routes, triangular trade)

G.11.5.2 Analyze cooperation within communities during and after natural and human-made disasters (e.g., disease, famine, weather phenomena, war)

Activities/Skills	Assessments	Resources	Vocabulary/Terms
<ul style="list-style-type: none"> Events Timeline Map of the 13 Colonies Influential Leaders American-Indian Wars: The Pequot War, King Philip's War Powhatan Wars in Virginia French and Indian War Indian Removal Act and Trail of Tears 	<ul style="list-style-type: none"> Various Common Assessments 	<ul style="list-style-type: none"> <i>Making a New Nation</i>, Harcourt 	Indian Removal Act Trail of Tears colonist Pequot Powhatan Wars colony charter treaty fur trade nations encroachments cash crop separatists

			cooperation Jamestown Wampanoag Iroquois Chesapeake Bay
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<div>Unit 4</div> <div>The Original 13 Colonies</div> <div>4 Weeks</div>			
AR STANDARDS / SKILLS			
CONTENT VOCABULARY WITHIN THE STANDARD WILL BE TAUGHT THROUGHOUT DAILY OBJECTIVES / GOALS.			
<p>H.12.5.4 Evaluate short- and long-term effects of European exploration and settlement in the America and Arkansas from multiple perspectives (e.g., Roanoke, Jamestown, disease, conflict)</p> <p>H.12.5.5 Compare the social, economic, political, and geographic development of the New England, middle, and southern colonies from multiple perspectives using a variety of sources (e.g., Native Americans, Africans, colonists, indentured servants, colonial leaders, Europeans, farmers, merchants)</p> <p>H.12.5.6 Evaluate the economic and cultural effects of indentured servitude and slavery in the New England, middle, and southern colonies from multiple perspectives</p> <p>H.12.5.7 Research the development of the colonies by generating compelling and supporting questions to guide inquiry (e.g., Why did people settle where they did? How did they solve problems? Was life better in the colonies than England? Was life better in some colonies than others? How were patterns of settlement influenced by beliefs, economics, and geography?)</p> <p>C.1.5.1 Examine foundational documents of the United States government (e.g., Mayflower Compact)</p> <p>E.4.5.1 Explain ways trade-offs have allowed societies to get the most out of scarce resources</p> <p>E.5.5.2 Analyze historical developments in pre-colonial America through the Revolutionary period using models of economic decision making (e.g., colonization)</p> <p>E.6.5.1 Examine ways human, natural, and capital resources were organized to produce and deliver goods and services in pre-Colonial America through the Revolutionary period (e.g., trade companies, joint stock companies, entrepreneurs, merchants)</p> <p>E.6.5.5 Analyze forms and purposes of currency in early America through the Revolutionary War</p> <p>E.7.5.1 Explain ways trade leads to increasing economic interdependence among countries (e.g., slave trade, triangular trade, manufactured goods, agriculture)</p> <p>G.8.5.1 Describe locations of societies and their cultural and environmental characteristics within early Americas through the 1820s using geographic representatives of different scales</p> <p>G.8.5.2 Explain relationships between physical and human characteristics and changes over time using a variety of geographic representations</p> <p>G.8.5.3 Synthesize information from a variety of sources to construct maps and other geographic representations</p> <p>G.9.5.1 Analyze effects of human-generated changes on the physical environment in places and regions over time from early America to the 1820s</p> <p>G.9.5.2 Analyze ways cultural characteristics influenced population distribution in the early Americas through the post-Revolutionary period</p> <p>G.9.5.3 Analyze ways climate and environmental characteristics influenced where groups lived and how they adjusted to the environment</p> <p>G.10.5.1 Examine relationships between human settlements and movements and the location and use of natural resources in early Americas (e.g., early people groups, Native Americans)</p> <p>G.10.5.2 Examine effects of environmental and cultural characteristics on the distribution and movement of people, goods, and ideas using multiple sources of information (e.g., trade routes, waterways, geographic barriers, accessibility)</p> <p>G.11.5.1 Explain how the interactions with nearby and distant places have changed the special patterns of economic activities over time (e.g., trade routes, triangular trade)</p> <p>G.11.5.2 Analyze cooperation within communities during and after natural and human-made disasters (e.g., disease, famine, weather phenomena, war)</p>			
Activities/Skills	Assessments	Resources	Vocabulary/Terms
<ul style="list-style-type: none"> 13 Colonies Map Colonies Cheat Sheets Influential Leaders New England, Middle, and Southern Colonies Colony of Connecticut, New Hampshire, Rhode Island, New York, New Jersey, Pennsylvania, Delaware, Virginia, Maryland, 	<ul style="list-style-type: none"> Various Common Assessments 	<ul style="list-style-type: none"> <i>Making a New Nation</i>, Harcourt 	Fundamental Orders of Connecticut religious freedom religious tolerance dissenter Mayflower Compact Quakers Puritans debtor's prison cash crop blacksmiths frame of government

North and South Carolina, Georgia <ul style="list-style-type: none"> Colonial Item Sticks 			plantation silversmiths coopers town criers breadbasket colony artisans indentured servants slave trade proprietor terrain
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<div> <div>Unit 5</div> <div>American Revolution: Events Leading up to the War</div> <div>6 Weeks</div> </div>			
<div>AR STANDARDS / SKILLS</div> <div>CONTENT VOCABULARY WITHIN THE STANDARD WILL BE TAUGHT THROUGHOUT DAILY OBJECTIVES / GOALS.</div>			
<p> H.12.5.8 Analyze the Revolutionary movement from multiple perspectives using primary and secondary sources (e.g., loyalists, patriots, Native Americans, slaves) H.12.5.9 Analyze causes and ideas leading to the American Revolution (e.g., French and Indian War, Stamp Act, Intolerable Acts, Boston Tea Party, Independence, representation, liberty) H.12.5.10 Evaluate how individuals and groups influenced the American Revolutionary movement (e.g., Thomas Paine, Benjamin Franklin, Patrick Henry, George Washington, Thomas Jefferson, King George III, Sons and Daughters of Liberty) H.12.5.11 Examine the significance of the drafting and signing of the the Declaration of Independence (e.g., key political concepts, Olive Branch Petition, origin of concepts, role and impact of severing ties with Great Britain) C.1.5.1 Examine foundational documents of the United States government (e.g., Magna, Carta, Declaration of Independence) E.4.5.1 Explain ways trade-offs have allowed societies to get the most out of scarce resources E.4.5.2 Analyze historical developments in pre-colonial America through the Revolutionary period using models of economic decision making (e.g., taxation, the American Revolution) E.5.5.1 Examine ways a diverse labor force affected economies in early America E.5.5.2 Examine ways human, natural, and capital resources were affected economies in early America H.12.5.12 Analyze the significance of various battles and military leaders during the American Revolution H.12.5.13 Analyze the process of creating a single country from a loose association of states (e.g., weakness of the Articles of Confederation, currency State vs. Federal control, military) H.12.5.16 Examine the significance of the War of 1812 (e.g., nationalism, Dolly Madison, the Star Spangled Banner, the U.S. flag, borders, Battle of New Orleans) E.6.5.1 Analyze the forms and purposes of currency in early America through the Revolutionary period E.6.5.5 Evaluate effects of war and conflict on communities from the colonial period to the early 1800s using economic factors G.8.5.3 Synthesize information from a variety of sources to construct maps and other geographic representations </p>			
Activities/Skills	Assessments	Resources	Vocabulary/Terms
<ul style="list-style-type: none"> Events Timeline My Map of the 13 Colonies Influential Leaders Proclamation of 1673 and the Sugar Act Quartering Act, Stamp Act, and 	<ul style="list-style-type: none"> Various Common Assessments 	<ul style="list-style-type: none"> <i>Making a New Nation</i>, Harcourt 	taxes smuggling proclamation boycott liberty independence parliament minutemen

<ul style="list-style-type: none"> Sons of Liberty Townshend Acts and Daughters of Liberty Boston Massacre and the Boston Tea Party The First Continental Congress and Paul Revere 			tyranny Sons of Liberty Daughters of Liberty delegate petition Patriot Loyalist representation quartering rights militia congress massacre
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<h2 style="margin: 0;">Unit 6</h2> <h3 style="margin: 0;">Declaration of Independence and the Revolutionary War</h3> <div style="float: right; font-weight: bold;">6 Weeks</div>
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AR STANDARDS / SKILLS <i>CONTENT VOCABULARY WITHIN THE STANDARD WILL BE TAUGHT THROUGHOUT DAILY OBJECTIVES / GOALS.</i>

H.12.5.8 Analyze the Revolutionary movement from multiple perspectives using primary and secondary sources (e.g., loyalists, patriots, Native Americans, slaves)

H.12.5.9 Analyze causes and ideas leading to the American Revolution (e.g., French and Indian War, Stamp Act, Intolerable Acts, Boston Tea Party, Independence, representation, liberty)

H.12.5.10 Evaluate how individuals and groups influenced the American Revolutionary movement (e.g., Thomas Paine, Benjamin Franklin, Patrick Henry, George Washington, Thomas Jefferson, King George III, Sons and Daughters of Liberty)

H.12.5.11 Examine the significance of the drafting and signing of the the Declaration of Independence (e.g., key political concepts, Olive Branch Petition, origin of concepts, role and impact of severing ties with Great Britain)

C.1.5.1 Examine foundational documents of the United States government (e.g., Declaration of Independence)

E.4.5.1 Explain ways trade-offs have allowed societies to get the most out of scarce resources

E.4.5.2 Analyze historical developments in pre-colonial America through the Revolutionary period using models of economic decision making (e.g., taxation, the American Revolution)

E.5.5.1 Examine ways a diverse labor force affected economies in early America

E.5.5.2 Examine ways human, natural, and capital resources were affected economies in early America

H.12.5.12 Analyze the significance of various battles and military leaders during the American Revolution

H.12.5.13 Analyze the process of creating a single country from a loose association of states (e.g., weakness of the Articles of Confederation, currency State vs. Federal control, military)

H.12.5.16 Examine the significance of the War of 1812 (e.g., nationalism, Dolly Madison, the Star Spangled Banner, the U.S. flag, borders, Battle of New Orleans)

E.6.5.1 Analyze the forms and purposes of currency in early America through the Revolutionary period

E.6.5.5 Evaluate effects of war and conflict on communities from the colonial period to the early 1800s using economic factors

G.8.5.3 Synthesize information from a variety of sources to construct maps and other geographic representations

Activities/Skills	Assessments	Resources	Vocabulary/Terms
<ul style="list-style-type: none"> Events Timeline My Map of the Major Battles Influential Leaders Battle of Lexington--Second Continental Congress Battle of Bunker Hill--Olive Branch Petition Common Sense and Declaration 	<ul style="list-style-type: none"> Various Common Assessments 	<ul style="list-style-type: none"> <i>Making a New Nation</i>, Harcourt 	musket Loyalists Patriots Continental Army commander petition inflation treason rights profiteering

<ul style="list-style-type: none"> of Independence • Women During the War and Difficult Times • Battle of Trenton and Battle of Saratoga • Treaty of Alliance and Winter at Valley Forge • Battle of Yorktown and Treaty of Paris 			mercenaries war spies traitor Hessians canteen knapsack
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<div> <div>The Constitution and Government</div> <div>Unit 7</div> <div>4 Weeks</div> </div>			
AR STANDARDS / SKILLS CONTENT VOCABULARY WITHIN THE STANDARD WILL BE TAUGHT THROUGHOUT DAILY OBJECTIVES / GOALS.			
<p> H.12.5.14 Examine short- and long-term effects of the drafting and signing of the U.S. Constitution H.5.12.15 Evaluate how early presidents influenced the development of the new nation (e.g., Washington's Farewell Address, Marbury vs. Madison, Embargo Act, Louisiana Purchase, Lewis and Clark, banking) C.1.5.1 Examine foundational documents of the United States government (e.g., Declaration of Independence, Articles of Confederation, U.S. Constitution) C.1.5.2 Examine the three branches of federal and state government including checks and balances and separation of power C.1.5.3 Explain origins, functions, and structure of different systems of government, including those created by the Arkansas and U.S. Constitutions C.1.5.4 Examine how social organizations and institutions make rules and create responsibilities (e.g., workplace, families) C.2.5.1 Evaluate various ways of fostering citizenship and civic virtues C.2.5.2 Demonstrate proper etiquette for the Arkansas and American flags C.2.5.3 Analyze rights, responsibilities, and privileges of citizens and noncitizens in the United States C.2.5.4 Examine actions of individuals and groups that illustrate civic virtues at the local, state, and national level C.3.5.1 Compare the process for creating rules and laws at the local, state, and federal levels C.3.5.2 Evaluate ways rules and laws change society and reasons why people change rules and laws at the local, state, and federal levels C.3.5.3 Explain the developments of policies to address public problems at the local, state, and federal level </p>			
Activities/Skills	Assessments	Resources	Vocabulary/Terms
<ul style="list-style-type: none"> • Events Timeline • My Map of United States History • Influential Leaders Daniel Shays and More • The Articles of Confederation • The Northwest Territory--Land Ordinances • Shay's Rebellion • Constitutional Convention • Virginia and New Jersey Plan and the Great Compromise • The Constitution--Preamble and 	<ul style="list-style-type: none"> • Various Common Assessments 	<ul style="list-style-type: none"> • <i>Making a New Nation</i>, Harcourt 	ratify Federalists Antifederalists Constitution Bill of Rights The Federalist delegates federal republic ordinance confederation amendment inauguration democracy

<div><div>Federal System</div><ul style="list-style-type: none">• The Three Branches of Government• Checks and Balances--Judicial, Executive, Legislative• Amendments and Ratifying the Constitution• Federalists, Anti Federalists, and Bill of Rights</div>			<div>legislative branch executive branch judicial branch veto checks and balances unconstitutional supreme court congress preamble bill</div>
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