

Wakulla County Schools
ELEMENTARY SOCIAL STUDIES CURRICULUM
Fifth Grade
Revised June, 2012

Social Studies Committee

Crawfordville Elementary

Kelly Willis
Frankie Harvey

Medart Elementary

Charlotte Hoover
Michelle Lawhon

Riversink Elementary

Audra Stokley
Cassandra Burnham

Shadeville Elementary

DeeAnn Hughes
Mandy Gerrell
Jennifer Redfern

Superintendent

David Miller

Wakulla County School Board

Becky Cook

Jerry Evans

Greg Thomas

Mike Scott

Ray Gray

District Staff

Beth O'Donnell – Assistant Superintendent for Instruction

Beth Mims – Executive Director of Curriculum

Fifth Grade Social Studies Curriculum

This curriculum is based upon the Next Generation Sunshine State Standards for Social Studies. Fifth grade Social Studies instruction should fully instruct students on the benchmarks contained in this document. A minimum of 90 minutes per week should be spent in social studies instruction. It is important to integrate Social Studies reading into the 90 minute Reading block whenever possible to assure that students are able to read and comprehend Social Studies text.

Documentation:

Teachers should document when instruction is provided on the benchmarks. The date noted should correspond to a specific lesson or unit of instruction as noted in the teacher's lesson plans or to when an assessment was given to determine student mastery of the benchmark.

Major Tool of Instruction:

The major tool of instruction provided to all teachers is the American Horizons – Florida Studies Weekly and/or Houghton Mifflin US History: Early Years. It is critical that teachers require that students access the text in order to build content-area reading skills. Other resources may be incorporated to insure that all students achieve mastery of the required benchmarks. A scope and sequence is provided with this tool.

Primary Sources:

Please see the Scope and Sequence of the introduction of primary sources at the end of this document (page 24).

Resources Found at the End of this Document:

- Page 24 – Suggested Organization for Instruction
- Page 25– Scope and Sequence for Instruction on Primary Sources
- Page 25 – Scope and Sequence of Constitution Activities

Other Resources:

- www.floridastandards.org
- www.flrea.org

Additional Reading:

- My America: A Poetry Atlas of the US – Hopkins
- Number the Stars – Lois Lowry (May be used for required Holocaust instruction)

FS 1003.421. Recitation of the Declaration of Independence

- (1) To educate students about the sacrifices made for freedom in the founding of this country and the values on which this country was founded, the last full week of classes in September shall be recognized in public schools as Celebrate Freedom Week. Celebrate Freedom Week must include at least 3 hours of appropriate instruction in each social studies class, as determined by each school district, which instruction shall include an in-depth study of the intent, meaning, and importance of the Declaration of Independence.
- (2) To emphasize the importance of this week, at the beginning of each school day or in homeroom, during the last full week of September, public school principals and teachers shall conduct an oral recitation by students of the following words of the Declaration of Independence: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed.”
- (3) Student recitation of this statement shall serve to reaffirm the American ideals of individual liberty.
- (4) Upon written request by a student’s parent, the student must be excused from the recitation of the Declaration of Independence.

SOCIAL STUDIES CURRICULUM – Fifth Grade

Strand: American History

Standard 1: Historical Inquiry and Analysis – This benchmarks should be incorporated with all Social Studies instruction.								
BENCHMARK CODE	BENCHMARK	RESOURCES/ACTIVITIES/TEXT CORRELATION	DATE					
			12/13	13/14	14/15	15/16	16/17	17/18
SS.5.A.1.1	Use primary and secondary sources to understand history	Remarks/Examples: Examples are diaries, letters, newspapers, audio/video recordings, pictures, photographs, maps, graphs.						
SS.5.A.1.2	Utilize timelines to identify and discuss American History time periods.	http://www.loc.gov – Library of Congress						
Materials Needed								
Associated Vocabulary	*primary source document, *artifact							
Access Points for Students with Significant Cognitive Disability								
Independent:		Supported:		Participatory:				
SS.5.A.1.In.a Use primary and secondary resources to understand history, such as letters, newspapers, audio or video recordings, pictures, photographs, and maps.		SS.5.A.1.Su.a Use primary and secondary resources related to history, such as letters, video recordings, photographs, pictures, and maps.		SS.5.A.1.Pa.a Recognize artifacts, photographs, or video recordings related to people or events from the past.				
SS.5.A.1.In.b Complete a timeline to sequence important events in American history.		SS.5.A.1.Su.b Sequence events to match dates on a timeline about American history.		SS.5.A.1.Pa.b Sequence pictures that show events about America.				

*Vocabulary marked with an *asterisk were introduced in an earlier grade.

Strand: American History

Standard 2: Pre-Columbian North America

BENCHMARK CODE	BENCHMARK	RESOURCES/ACTIVITIES/TEXT CORRELATION	DATE					
			12/13	13/14	14/15	15/16	16/17	17/18
SS.5.A.2.1	Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit).							
SS.5.A.2.2	Identify Native American tribes from different <u>geographic regions</u> of North America (cliff dwellers and Pueblo people of the desert Southwest, coastal tribes of the Pacific Northwest, nomadic nations of the Great Plains, woodland tribes east of the Mississippi River).	Connect to legends and myths. http://americanfolklore.net – Native American Myths						
SS.5.A.2.3	Compare <u>cultural aspects</u> of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment.							
Materials Needed								
Associated Vocabulary	Civilization, *culture, nomadic, tradition							
Access Points for Students with Significant Cognitive Disability								
Independent:			Supported:			Participatory:		
SS.5.A.2.In.a Identify differences in cultures in ancient North American civilizations, such as the buildings and clothing of Aztecs, Mayas, and Inuit. SS.5.A.2.In.b Recognize that Native American tribes lived in different parts of North America and had different customs. SS.5.A.2.In.c Identify differences in cultural aspects of Native American tribes, such as food, clothing, and shelters.			SS.5.A.2.Su.a Recognize a cultural aspect of an ancient North American civilization, such as buildings or clothing. SS.5.A.2.Su.b Recognize that many different Native American tribes lived in North America. SS.5.A.2.Su.c Recognize differences in cultural aspects of Native American tribes, such as food, clothing, and shelters.			SS.5.A.2.Pa.a Recognize differences in aspects of culture. SS.5.A.2.Pa.b Recognize differences in Native American tribes. SS.5.A.2.Pa.c Recognize differences in Native American tribes.		

Strand: American History

Standard 3: Exploration and Settlement of North America

BENCHMARK CODE	BENCHMARK	RESOURCES/ACTIVITIES/TEXT CORRELATION	DATE					
			12/13	13/14	14/15	15/16	16/17	17/18
SS.5.A.3.1	Describe technological developments that shaped European exploration.	Remarks/Examples: Examples are orienteering compass, sextant, astrolabe, seaworthy ships and gunpowder. Activity: Create a timeline of technological developments that shaped European exploration.						
SS.5.A.3.2	Investigate (nationality, <u>sponsoring country</u> , motives, dates and routes of travel, accomplishments) the European explorers. Focus: Columbus, Coronado, Hudson, Champlain; others as time or resources allow. DeSoto is addressed in fourth grade.	Interactive Map of Paths of Explorers: http://www.eduplace.com/kids/socsci/books/applications/imps/maps/g5s_u2/index.html Activity: Allow students to choose and research an explorer, and create a chart with the information (nationality, sponsoring country, motive, dates and routes of travel, accomplishments).						
SS.5.A.3.3	Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.	Remarks/Examples: Examples are diseases, agriculture, slavery, fur trade, military alliances, treaties, cultural interchanges.						
Materials Needed	http://www.mce.k12tn.net/explorers/explorers.htm - list of explorers with interactive links http://www.americanjourneys.org/ - eyewitness accounts Associated Reading: <u>Pedro's Journal</u> – Pam Conrad							
Associated Vocabulary	Navigation, circumnavigate, interchange/interaction, alliance,							
Access Points for Students with Significant Cognitive Disability								
Independent:			Supported:			Participatory:		
SS.5.A.3.In.a Recognize inventions that made exploration safer, such as the compass and seaworthy ships. SS.5.A.3.In.b Identify a European explorer, the sponsoring country, and a reason for the exploration. SS.5.A.3.In.c Identify differences in interaction among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.			SS.5.A.3.Su.a Recognize that exploration in ships was made safer with the compass. SS.5.A.3.Su.b Recognize a reason why a European explorer came to America. SS.5.A.3.Su.c Recognize a difference in interaction among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.			SS.5.A.3.Pa.a Recognize that tools make travel safe. SS.5.A.3.Pa.b Recognize that exploration involves looking for something new. SS.5.A.3.Pa.c Recognize ways different groups interact with each other.		

Strand: American History

Standard 4: Colonization of North America

BENCHMARK CODE	BENCHMARK	RESOURCES/ACTIVITIES/TEXT CORRELATION	DATE					
			12/13	13/14	14/15	15/16	16/17	17/18
SS.5.A.4.1	Identify the economic, political and socio-cultural motivation for colonial settlement.	Remarks/Examples: Examples are Puritans fleeing for religious persecution, debtor settlements in Georgia, the African slave trade.						
SS.5.A.4.2	Compare characteristics of New England, Middle, and Southern colonies.	Remarks/Examples: Examples are colonial governments, geographic influences, resources and economic systems, occupations, religion, and social patterns.						
SS.5.A.4.3	Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies. Examples: Examples are William Penn, Pontiac, Oludah Equiano.	http://www.atomicage.com/equiano/life.html - resource information on Oludah Equiano. Other examples may include: Roger Williams, William Bradford, James Olgethorpe, Anne Hutchinson						
SS.5.A.4.4	Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.	Remarks/Examples: Examples are town meetings, farming, occupation, slavery, bartering, education, games. "Liberty, The American Revolution" – www.pbs.org (virtual identification of colonial home places and soldiers; The Road to the Revolution – Quiz)						
SS.5.A.4.5	Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.	Googling "Triangular Trade" will provide information, maps and images to help with this benchmark.						
SS.5.A.4.6	Describe the introduction, impact, and role of slavery in the colonies.							
Materials Needed	Associated Reading: <u>The Sign of the Beaver</u> – Elizabeth George Speare							
Associated Vocabulary	Colony, Puritan, Pilgrim, apprentice, trade, indentured servant, Triangular Trade,							
Access Points for Students with Significant Cognitive Disability								
Independent:			Supported:			Participatory:		

<p>SS.5.A.4.In.a Identify reasons the colonists settled in America, such as to obtain land and religious freedom.</p> <p>SS.5.A.4.In.b Recognize differences in location and resources of the three groups of colonies (New England, Middle, and Southern).</p> <p>SS.5.A.4.In.c Recognize an individual responsible for development of new colonies, such as William Penn and Pennsylvania (Middle Colonies).</p> <p>SS.5.A.4.In.d Identify various aspects of daily colonial life, such as farming, education, and games.</p> <p>SS.5.A.4.In.e Recognize that Triangular Trade involved the exchange of goods for slaves with Africa, the West Indies, the British Colonies, and Europe.</p> <p>SS.5.A.4.In.f Identify that farmers in the Southern Colonies were able to have large farms because they owned the slaves that worked on them.</p>	<p>SS.5.A.4.Su.a Recognize a reason why colonists settled in America, such as to obtain land.</p> <p>SS.5.A.4.Su.b Recognize resources found in a colonial region, such as farms in the Southern Colonies.</p> <p>SS.5.A.4.Su.c Recognize that leaders helped start new colonies.</p> <p>SS.5.A.4.Su.d Recognize aspects of daily colonial life, such as farming and education.</p> <p>SS.5.A.4.Su.e Recognize that slaves were taken from Africa to work for others in the British Colonies.</p> <p>SS.5.A.4.Su.f Recognize that farmers in the Southern Colonies had large farms with slaves.</p>	<p>SS.5.A.4.Pa.a Recognize a reason why people move to a different place.</p> <p>SS.5.A.4.Pa.b Recognize that different regions had different resources.</p> <p>SS.5.A.4.Pa.c Recognize that different regions had different leaders.</p> <p>SS.5.A.4.Pa.d Recognize an aspect of colonial life, such as education.</p> <p>SS.5.A.4.Pa.e Recognize that slaves were forced to work for others.</p> <p>SS.5.A.4.Pa.f Recognize that slaves were forced to work for others.</p>
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Strand: American History

Standard 5: American Revolution & Birth of a New Nation

BENCHMARK CODE	BENCHMARK	RESOURCES/ACTIVITIES/TEXT CORRELATION	DATE					
			12/13	13/14	14/15	15/16	16/17	17/18
SS.5.A.5.1	Identify and explain significant events leading up to the American Revolution. Examples: (e.g., French and Indian War, Boston Massacre, Boston Tea Party, Coercive Acts, Townshend Acts, Stamp Act)	http://www.boston-tea-party.org/						
SS.5.A.5.2	Identify significant individuals and groups who played a role in the American Revolution. Examples: (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, John Adams, John Hancock, Crispus Attucks, Ben Franklin, Paul Revere and Patriots, Sons of Liberty, Daughters of Liberty, Continental Congress, James Armistead)	http://www.studyzone.org/testprep/ss5/b/revleadl.cfm - pictures and brief statements about a variety of players in the American Revolution						
SS.5.A.5.3	Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence.	Remarks/Examples: (e.g., Common Sense, Declaration of Independence) Library of Congress - www.loc.gov						
SS.5.A.5.4	Examine and explain the changing roles and impact of significant women during the American Revolution.	Examples: e.g., Abigail Adams, Martha Washington, Phyllis Wheatley , Mercy Otis Warren Phyllis Wheatley Poem: "Being Brought from Africa to America"						
SS.5.A.5.5	Examine and compare major battles and military campaigns of the American Revolution.	Remarks/Examples: (e.g., Lexington and Concord, Saratoga, Valley Forge, Yorktown)						
SS.5.A.5.6	Identify the contributions of foreign alliances and individuals to the outcome of the Revolution.	Remarks/Examples: (e.g., France, Lafayette, Spain, De Galvez, von Stueben, Pulaski, Haiti)						
SS.5.A.5.7	Explain economic, military, and political factors which lead to the end of the Revolutionary War.	Remarks/Examples: (e.g., foreign alliances, Treaty of Paris)						
SS.5.A.5.8	Evaluate the personal and political hardships resulting from the American Revolution.	Remarks/Examples: (e.g., financing the war effort, war time inflation, profiteering, loss of family)						

SS.5.A.5.9	Discuss the impact and significance of land policies developed under the confederation Congress (Northwest Ordinance of 1787)	http://www.ourdocuments.gov – site to view primary source documents						
SS.5.A.5.10	Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy.	Remarks/Examples: (e.g., liberty, representative government)						
Materials Needed	Associated Reading: <u>Then What Happened to Paul Revere – Fritz</u> <u>Why Don't You Get a Horse, Sam Adams? – Jean Fritz</u> <u>Sleds on Boston Common – Borden, Parker</u>							
Associated Vocabulary	Patriot, treason, taxation, parliament, ally, *representation, quartering, *boycott, *blockade, *policy, confederation							

Access Points for Students with Significant Cognitive Disability

Independent:	Supported:	Participatory:
<p>SS.5.A.5.In.a Identify events leading up to the American Revolution, such as unfair taxes and restriction of freedoms by the King of England.</p> <p>SS.5.A.5.In.j Recognize that the Constitution outlines the principles of the American government.</p> <p>SS.5.A.5.In.b Recognize achievements of significant individuals from the American Revolution, such as George Washington, Thomas Jefferson, and Ben Franklin.</p> <p>SS.5.A.5.In.c Identify that the Declaration of Independence stated that colonists wanted freedom from England.</p> <p>SS.5.A.5.In.d Identify the role a woman played during the American Revolution, such as Martha Washington.</p> <p>SS.5.A.5.In.e Recognize a major battle in the American Revolution and a hardship the soldiers endured, such as winter at Valley Forge.</p> <p>SS.5.A.5.In.f Recognize that France and other countries contributed money and supplies to help the colonists fight against England.</p> <p>SS.5.A.5.In.g Recognize that France and other countries contributed money and supplies to help the colonists fight against England.</p> <p>SS.5.A.5.In.h Recognize that there was no money or supplies left for the new government after the American Revolution.</p> <p>SS.5.A.5.In.i Recognize that the Confederation Congress passed a law (Northwest Ordinance) to allow the United States to expand westward.</p>	<p>SS.5.A.5.Su.a Recognize an event that led to the American Revolution, such as unfair taxes.</p> <p>SS.5.A.5.Su.j Recognize that the Constitution is the set of laws Americans follow.</p> <p>SS.5.A.5.Su.b Recognize a famous individual who contributed to the American Revolution, such as George Washington, Thomas Jefferson, or Ben Franklin.</p> <p>SS.5.A.5.Su.c Recognize that the colonists supported the Declaration of Independence.</p> <p>SS.5.A.5.Su.d Recognize a famous woman from the American Revolution, such as Martha Washington.</p> <p>SS.5.A.5.Su.e Recognize that George Washington led the troops against England during the American Revolution.</p> <p>SS.5.A.5.Su.f Recognize that the colonists needed help from other countries to win the Revolution.</p> <p>SS.5.A.5.Su.g Recognize that the colonists needed help from other countries to win the Revolution.</p> <p>SS.5.A.5.Su.h Recognize that the colonists needed more money and supplies after the American Revolution.</p> <p>SS.5.A.5.Su.i Recognize that the United States wanted to add new lands after the Revolution.</p>	<p>SS.5.A.5.Pa.a Recognize that the people who settled in America were unhappy with the King of England.</p> <p>SS.5.A.5.Pa.j Recognize that the government makes laws for its people.</p> <p>SS.5.A.5.Pa.b Recognize George Washington.</p> <p>SS.5.A.5.Pa.c Recognize that the colonists wanted freedom from a king.</p> <p>SS.5.A.5.Pa.d Recognize that women helped during the American Revolution.</p> <p>SS.5.A.5.Pa.e Recognize that the colonists fought in the American Revolution.</p> <p>SS.5.A.5.Pa.f Recognize that other groups (countries) helped the colonists.</p> <p>SS.5.A.5.Pa.g Recognize that other groups (countries) helped the colonists.</p> <p>SS.5.A.5.Pa.h Recognize that colonists need supplies.</p> <p>SS.5.A.5.Pa.i Recognize that the United States grew in size.</p>

Strand: American History

Standard 6: Growth and Westward Expansion								
BENCHMARK CODE	BENCHMARK	RESOURCES/ACTIVITIES/TEXT CORRELATION	DATE					
			12/13	13/14	14/15	15/16	16/17	17/18
SS.5.A.6.1	Describe the causes and effects of the Louisiana Purchase.							
SS.5.A.6.2	Identify roles and contributions of significant people during the period of westward expansion Examples are Lewis and Clark, Sacagawea, York, Thomas Jefferson, Andrew Jackson, Tecumseh, Jean Baptiste Point Du Sable.	Tecumseh – Shawnee: worked to recruit additional tribes to the Confederacy. Lewis and Clark – http://www.lewis-clark.org (the Journals of the Lewis and Clark expedition The Corps of Discovery - http://www.edgate.com/lewisandclark/expedition.html						
SS.5.A.6.3	Examine 19 th century advancements (canals, roads, steamboats, flat boats, overland wagons, pony express, railroads) in transportation and communication.							
SS.5.A.6.4	Explain the importance of the explorations west of the Mississippi River.	Remarks/Examples: Examples are Meriwether Lewis and William Clark, Zebulon Pike, John Fremont.						
SS.5.A.6.5	Identify the causes and effects of the War of 1812.							
SS.5.A.6.6	Explain how westward expansion affected Native Americans.	Remarks/Examples: Examples are Trail of Tears and Indian Removal Act.						
SS.5.A.6.7	Discuss the concept of Manifest Destiny.	http://www.ushistory.org/us/29.asp						
SS.5.A.6.8	Describe the causes and effects of the Missouri Compromise.							
SS.5.A.6.9	Describe the hardships of settlers along the overland trails to the west.	Remarks/Examples: Examples are location of routes, terrain, rivers, climate, vegetation.						
Materials Needed	Associated Reading: <u>Dear Levi</u> – Woodruff/Peck							
Associated Vocabulary	Corps of discovery, expedition, transcontinental, reservation, compromise, hardship							

Access Points for Students with Significant Cognitive Disability

Independent:	Supported:	Participatory:
<p>SS.5.A.6.In.a Identify the major cause and effect of the Louisiana Purchase.</p> <p>SS.5.A.6.In.b Identify people in the westward expansion and their importance, such as Lewis and Clark, Sacagawea, and Thomas Jefferson.</p> <p>SS.5.A.6.In.c Identify advances in transportation and communication in America during the 1800s, such as railroads, steamboats, and the Pony Express.</p> <p>SS.5.A.6.In.d Identify contributions of explorers who went west of the Mississippi River, such as creating the first accurate map of the area, including its rivers and mountains.</p> <p>SS.5.A.6.In.e Recognize a cause of the War of 1812, such as England kidnapping American sailors, and an effect, such as maintaining control of the land acquired in the Louisiana Purchase.</p> <p>SS.5.A.6.In.f Identify that westward expansion forced Native Americans to leave their homes and caused thousands to die.</p> <p>SS.5.A.6.In.g Recognize that Americans thought it was their right to take lands from the Native Americans to expand across the North American continent.</p> <p>SS.5.A.6.In.h Recognize that the Missouri Compromise led to a dividing line between the South (states that wanted slaves) and North (states that did not want slaves).</p> <p>SS.5.A.6.In.i Identify hardships that settlers faced as they moved west, such as weather, terrain, and vegetation.</p>	<p>SS.5.A.6.Su.a Recognize that the Louisiana Purchase made the United States twice its original size.</p> <p>SS.5.A.6.Su.b Recognize that Lewis and Clark led an expedition during the westward expansion.</p> <p>SS.5.A.6.Su.c Recognize a change in transportation in America during the 1800s, such as railroads.</p> <p>SS.5.A.6.Su.d Recognize that Lewis and Clark led an expedition during the westward expansion.</p> <p>SS.5.A.6.Su.e Recognize that America fought England to keep the Mississippi River in the War of 1812.</p> <p>SS.5.A.6.Su.f Recognize that many Native Americans died or lost their homes due to westward expansion.</p> <p>SS.5.A.6.Su.g Recognize that many Native Americans died or lost their homes due to westward expansion.</p> <p>SS.5.A.6.Su.h Recognize that people in the South could own slaves, but people in the North could not.</p> <p>SS.5.A.6.Su.i Recognize a hardship of settlers moving west, such as poor weather or bad trails.</p>	<p>SS.5.A.6.Pa.a Recognize that the United States was made larger by buying land.</p> <p>SS.5.A.6.Pa.b Recognize that people explore new lands.</p> <p>SS.5.A.6.Pa.c Recognize a method of transportation.</p> <p>SS.5.A.6.Pa.d Recognize that people explore new lands.</p> <p>SS.5.A.6.Pa.e Recognize that different groups wanted the same land.</p> <p>SS.5.A.6.Pa.f Recognize that different groups wanted the same land.</p> <p>SS.5.A.6.Pa.g Recognize that different groups wanted the same land.</p> <p>SS.5.A.6.Pa.h Recognize that states had different ideas about slavery.</p> <p>SS.5.A.6.Pa.i Recognize a method of travel used by settlers, such as a covered wagon.</p>

Strand: Geography

Standard 1: The World in Spatial Terms

BENCHMARK CODE	BENCHMARK	RESOURCES/ACTIVITIES/TEXT CORRELATION	DATE					
			12/13	13/14	14/15	15/16	16/17	17/18
SS.5.G.1.1	Interpret current and historical information using a variety of geographic tools.	Remarks/Examples: Examples are maps, globes, Geographic Information Systems (GIS) Connect to Exploration SS.5.A.3.1						
SS.5.G.1.2	Use latitude and longitude to locate places.							
SS.5.G.1.3	Identify major United States physical features on a map of North America. Examples are Rocky Mountains, Appalachian Mountains, Mississippi River, Great Lakes, Great Plains, Rio Grande, Lake Okeechobee, Mojave Desert.	Connect to Westward Expansion						
SS.5.G.1.4	Construct maps, charts, and graphs to display geographic information.	Maps at http://www.eduplace.com/ss/maps/						
SS.5.G.1.5	Identify and locate the original thirteen colonies on a map of North America.	Clickable Map: http://www.socialstudiesforkids.com/graphics/13mapnew.htm http://www.worldatlas.com/webimage/countrys/namerica/usstates/colonies.htm						
SS.5.G.1.6	Locate and identify states, capitals, and United States Territories on a map.	Outline maps at http://www.eduplace.com/ss/maps/						
Materials Needed	Outline map of the US for students to label							
Associated Vocabulary	Latitude, longitude, *hemisphere, *equator, *coordinates, *scale, *cardinal directions, *territory							
Access Points for Students with Significant Cognitive Disability								
Independent:	Supported:		Participatory:					
SS.5.G.1.In.a Identify current and historical information using selected geographic tools, such as maps, globes, and satellite images. SS.5.G.1.In.b Use a coordinate grid on a map to locate places.	SS.5.G.1.Su.a Recognize current and historical information using selected geographic tools, such as a map, globe, or satellite image. SS.5.G.1.Su.b Use a simple coordinate grid on a drawing to locate features.		SS.5.G.1.Pa.a Recognize information using a selected geographic tool. <i>Date Adopted or Revised:</i> 12/08					

<p>SS.5.G.1.In.c Recognize major physical features on a map of the United States, such as the Rocky Mountains, Appalachian Mountains, Mississippi River, Great Lakes, and Lake Okeechobee.</p> <p>SS.5.G.1.In.d Select the format (map, chart, or graph) and display geographic information.</p> <p>SS.5.G.1.In.e Recognize selected colonies of the original 13 colonies on a map of the United States.</p> <p>SS.5.G.1.In.f Recognize selected states, capitals, and a United States Territory on a map.</p>	<p>SS.5.G.1.Su.c Recognize a major physical feature on a map of the United States, such as the Rocky Mountains, Appalachian Mountains, Mississippi River, Great Lakes, or Lake Okeechobee.</p> <p>SS.5.G.1.Su.d Complete a map, chart, or graph to display geographic information.</p> <p>SS.5.G.1.Su.e Recognize an original colony on a map of the United States.</p> <p>SS.5.G.1.Su.f Recognize selected states and their capitals on a map.</p>	<p>SS.5.G.1.Pa.b Recognize information using a selected geographic tool. <i><u>Date Adopted or Revised:</u></i> 12/08</p> <p>SS.5.G.1.Pa.c Recognize a selected physical feature on a pictorial map of the United States.</p> <p>SS.5.G.1.Pa.d Complete a pictorial map using pictures or symbols for designated areas.</p> <p>SS.5.G.1.Pa.e Recognize a map of North America.</p> <p>SS.5.G.1.Pa.f Recognize that the United States is made up of different states.</p>
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Strand: Geography

Standard 2: Places and Regions

BENCHMARK CODE	BENCHMARK	RESOURCES/ACTIVITIES/TEXT CORRELATION	DATE					
			12/13	13/14	14/15	15/16	16/17	17/18
SS.5.G.2.1	Describe the push-pull factors (economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the United States.	<p>Definition: The push factor involves a force which acts to drive people away from a place and the pull factor is what draws them to a new location.</p> <p>Activity: Have students trace the rivers that form boundaries between states. This is a physical feature that influenced boundary changes.</p> <p>Googling 'push-pull factors' will bring up sites with graphical organizers that can be used to analyze the information needed for this benchmark.</p>						
Materials Needed								
Associated Vocabulary	*climate, terrain, *physical features							
Access Points for Students with Significant Cognitive Disability								
Independent:	Supported:	Participatory:						
SS.5.G.2.In.a Recognize push and pull factors that have influenced boundary changes within the United States, such as job opportunities, climate, and natural hazards.	SS.5.G.2.Su.a Recognize a push or pull factor that influenced boundary changes within the United States, such as job opportunities, climate, or natural hazards.	SS.5.G.2.Pa.a Recognize a factor that causes a boundary to change						

Strand: Geography

Standard 3: Environment and Society								
BENCHMARK CODE	BENCHMARK	RESOURCES/ACTIVITIES/TEXT CORRELATION	DATE					
			12/13	13/14	14/15	15/16	16/17	17/18
SS.5.G.3.1	Describe the impact that past <u>natural events</u> have had on human and physical environments in the United States through 1850.	Remarks/Examples: An example is the harsh winter in Jamestown. Other examples: Conditions on the Oregon River						
Materials Needed								
Associated Vocabulary	*impact, *environment, natural event							
Access Points for Students with Significant Cognitive Disability								
Independent:	Supported:		Participatory:					
SS.5.G.3.In.a Identify an impact of natural events on humans in the United States through 1850, such as the harsh winter in Jamestown.	SS.5.G.3.Su.a Recognize an impact of natural events on humans in the United States through 1850, such as the harsh winter in Jamestown.		SS.5.G.3.Pa.a Recognize a natural event that causes change.					

Strand: Geography

Standard 4: Uses of Geography

BENCHMARK CODE	BENCHMARK	RESOURCES/ACTIVITIES/TEXT CORRELATION	DATE					
			12/13	13/14	14/15	15/16	16/17	17/18
SS.5.G.4.1	Use geographic knowledge and skills with discussing current events.	Remarks/Examples: Examples are recognizing patterns, mapping, graphing.						
SS.5.G.4.2	Use geography concepts and skills such as recognizing patterns, mapping, graphing to find solutions for local, state or national problems.	Applications: hurricane mapping, offshore drilling						
Materials Needed	Associated Reading: <u>Oil Spill!</u> – Melvin Berger							
Associated Vocabulary	Current event, *human and natural resources							
Access Points for Students with Significant Cognitive Disability								
Independent:			Supported:			Participatory:		
SS.5.G.4.In.a Use geographic knowledge and skills to identify information about current events, such as reading maps and charts. SS.5.G.4.In.b Use geography concepts and skills, such as recognizing patterns and mapping, to identify solutions for local, state, or national problems.			SS.5.G.4.Su.a Use geographic knowledge and skills to recognize information about current events, such as reading pictorial maps. SS.5.G.4.Su.b Use geography concepts and skills, such as recognizing patterns and mapping, to recognize solutions for selected local, state, or national problems.			SS.5.G.4.Pa.a Use a geographic tool to recognize information about current events. SS.5.G.4.Pa.b Use a geographic tool to recognize information about current events.		

Strand: Economics

Standard 1: Market Economy								
BENCHMARK CODE	BENCHMARK	RESOURCES/ACTIVITIES/TEXT CORRELATION	DATE					
			12/13	13/14	14/15	15/16	16/17	17/18
SS.5.E.1.1	Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.	Remarks/Examples: Examples are Triangular Trade and Tobacco.						
SS.5.E.1.2	Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.							
SS.5.E.1.3	Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.	Remarks/Examples: Examples are Franklin stove, bifocals, double sided needle, cotton gin, Turtle submarine.						
Materials Needed								
Associated Vocabulary	*supply, *demand, import, export, *barter							
Access Points for Students with Significant Cognitive Disability								
Independent:			Supported:			Participatory:		
SS.5.E.1.In.a Identify examples of how people traded with each other in North America from pre-Columbian times to 1850. SS.5.E.1.In.b Identify a characteristic of a market economy, such as available resources, demand, or available labor. SS.5.E.1.In.c Identify major inventions during the early development of the United States, such as the Franklin stove, bifocals, and cotton gin.			SS.5.E.1.Su.a Recognize that different groups of people traded with each other in North America from pre-Columbian times to 1850. SS.5.E.1.Su.b Recognize that people produce goods that others want to buy (market economy). SS.5.E.1.Su.c Recognize a major invention during the early development of the United States, such as the Franklin stove, bifocals, or cotton gin.			SS.5.E.1.Pa.a Recognize that people trade goods and services. SS.5.E.1.Pa.b Recognize that people trade goods and services. SS.5.E.1.Pa.c Identify an invention that helps people, such as a stove.		

Strand: Economics

Standard 2: The International Economy								
BENCHMARK CODE	BENCHMARK	RESOURCES/ACTIVITIES/TEXT CORRELATION	DATE					
			12/13	13/14	14/15	15/16	16/17	17/18
SS.5.E.2.1	Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.							
Materials Needed								
Associated Vocabulary	Voluntary, *interaction							
Access Points for Students with Significant Cognitive Disability								
Independent:			Supported:			Participatory:		
SS.5.E.2.In.a Recognize examples of voluntary trade between Native Americans, European explorers, and colonists, such as trading crops and furs for guns.			SS.5.E.2.Su.a Recognize an example of voluntary trade between Native Americans, European explorers, and colonists, such as trading crops and furs for guns			SS.5.E.2.Pa.a Recognize that people can trade voluntarily.		

Strand: Civics and Government

Standard 1: Foundations of Government, Law, and the American Political System

BENCHMARK CODE	BENCHMARK	RESOURCES/ACTIVITIES/TEXT CORRELATION	DATE					
			12/13	13/14	14/15	15/16	16/17	17/18
SS.5.C.1.1	Explain how and why the United States government was created.							
SS.5.C.1.2	Define a constitution, and discuss its purpose.							
SS.5.C.1.3	Explain the definition and origin of rights.	Remarks/Examples: Examples are John Locke’s “state of nature” philosophy, natural rights: rights to life, liberty, and property.						
SS.5.C.1.4	Identify the Declaration of Independence’s grievances and Articles of Confederation’s weaknesses.							
SS.5.C.1.5	Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.							
SS.5.C.1.6	Compare Federalist and Anti-Federalist views of government.							
Materials Needed								
Associated Vocabulary	Origin, *rights, *representation, amend							
Access Points for Students with Significant Cognitive Disability								
Independent:	Supported:		Participatory:					
SS.5.C.1.In.a Identify reasons for creating the United States government, such as to provide services and protection for citizens. SS.5.C.1.In.b Recognize that a constitution is the foundation of the laws of a government. SS.5.C.1.In.c Identify examples of natural rights, such as the right to life and freedom. SS.5.C.1.In.d Identify that the Declaration of Independence included justification for America’s independence. SS.5.C.1.In.e Identify that the Bill of Rights was written to guarantee the individual rights of American citizens. SS.5.C.1.In.f Identify that some people wanted a strong national government while others wanted strong state governments, such as Federalists and Anti-Federalists.	SS.5.C.1.Su.a Recognize a reason for creating the United States government, such as to provide services or protection for citizens. SS.5.C.1.Su.b Recognize that a constitution is a set of laws. SS.5.C.1.Su.c Recognize natural rights, such as the right to life and freedom. SS.5.C.1.Su.d Recognize that the Declaration of Independence included justification for America’s independence. SS.5.C.1.Su.e Recognize that the Bill of Rights lists the rights of individuals. SS.5.C.1.Su.f Recognize that people have different views about the power of the United States government.		SS.5.C.1.Pa.a Recognize that governments make laws to keep people safe. SS.5.C.1.Pa.b Recognize that governments make laws to keep people safe. SS.5.C.1.Pa.c Recognize a right of people, such as freedom. SS.5.C.1.Pa.d Recognize a right of people, such as freedom. SS.5.C.1.Pa.e Recognize a right of people, such as freedom. SS.5.C.1.Pa.f Recognize that people have different points of view.					

Strand: Civics and Government

Standard 2: Civic and Political Participation

BENCHMARK CODE	BENCHMARK	RESOURCES/ACTIVITIES/TEXT CORRELATION	DATE					
			12/13	13/14	14/15	15/16	16/17	17/18
SS.5.C.2.1	Differentiate political ideas of Patriots, Loyalists, and “undecideds” during the American Revolution.							
SS.5.C.2.2	Compare forms of political participation in the colonial period to today.	Remarks/Examples: Examples are who participated and how they participated.						
SS.5.C.2.3	Analyze how the Constitution has expanded voting rights from our nation’s early history to today.							
SS.5.C.2.4	Evaluate the importance of civic responsibilities in American democracy.	Remarks/Examples: Examples are respecting the law, voting, serving on a jury, paying taxes, keeping informed on public issues, protesting.						
SS.5.C.2.5	Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.	Remarks/Examples: Examples are running for office, initiating changes in laws or public policy, working on political campaigns, working with others on civic issues.						
Materials Needed								
Associated Vocabulary	*civic , *right, *responsibility, *democracy. Patriots, Loyalists							
Access Points for Students with Significant Cognitive Disability								
Independent:			Supported:			Participatory:		
SS.5.C.2.In.a Identify the points of view (political ideas) of Patriots and Loyalists during the American Revolution. SS.5.C.2.In.b Identify examples of political participation used in the past and today, such as voting, signing petitions, and public protests. SS.5.C.2.In.c Identify that voting rights were limited early in our nation’s history but expanded to include groups such as former slaves and women. SS.5.C.2.In.d Describe the importance of civic responsibilities, such as voting, serving on a jury, and paying taxes. SS.5.C.2.In.e Recognize ways that good citizens can become more active in government, such as by running for office and working with others on civic issues.			SS.5.C.2.Su.a Recognize the point of view (political ideas) of Patriots during the American Revolution. SS.5.C.2.Su.b Recognize an example of political participation used today, such as voting or contacting representatives. SS.5.C.2.Su.c Recognize that some groups of citizens of our nation, such as former slaves and women, could not vote in the past. SS.5.C.2.Su.d Identify civic responsibilities, such as voting, serving on a jury, and paying taxes. SS.5.C.2.Su.e Recognize a way that a good citizen can become more active in government, such as by running for office.			SS.5.C.2.Pa.a Recognize that groups may have different points of view. SS.5.C.2.Pa.b Recognize that voting is a form of participation. SS.5.C.2.Pa.c Recognize that people can vote in America. SS.5.C.2.Pa.d Recognize a way to be a responsible citizen, such as voting. SS.5.C.2.Pa.e Recognize a way to be a responsible citizen, such as voting.		

Strand: Civics and Government

Standard 3: Structure and Functions of Government

BENCHMARK CODE	BENCHMARK	RESOURCES/ACTIVITIES/TEXT CORRELATION	DATE					
			12/13	13/14	14/15	15/16	16/17	17/18
SS.5.C.3.1	Describe the organizational structure (legislative, executive, judicial branches) and powers of the federal government as defined in Articles I, II and III of the U.S. Constitution.							
SS.5.C.3.2	Explain how popular sovereignty, rule of law, separation of powers, check and balances, federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and the Bill of Rights.							
SS.5.C.3.3	Give examples of powers granted to the federal government and those reserved for the states.	Remarks/Examples: Examples are coining money, declaring war, creating public schools, making traffic laws.						
SS.5.C.3.4	Describe the amendment process as defined in Article V of the Constitution and give examples.	Remarks/Examples: Examples are the Bill of Rights and 26 th Amendment.						
SS.5.C.3.5	Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.							
SS.5.C.3.6	Examine the foundations of the United States legal system by recognizing the role of the courts in interpreting law and settling conflicts.							
Materials Needed								
Associated Vocabulary	*legislative, *executive, *judicial, checks and balances, veto, amendment, Bill of Rights, sovereignty, rule of law, separation of powers, federalism, fundamental, legal system							
Access Points for Students with Significant Cognitive Disability								
Independent:			Supported:			Participatory:		
SS.5.C.3.In.a Recognize that the three branches of the United States government have separate powers.			SS.5.C.3.Su.a Recognize the three branches of the United States government.			SS.5.C.3.Pa.a Recognize the United States has a government.		
SS.5.C.3.In.b Identify that the United States Constitution is based on the principle of the separation of powers.			SS.5.C.3.Su.b Recognize that the United States Constitution specifies the powers of the branches of government.			SS.5.C.3.Pa.b Recognize the United States has a government.		
SS.5.C.3.In.c Describe a power of the federal						SS.5.C.3.Pa.c Recognize that government provides		

<p>government—such as coining money, and a power of the state—such as creating public schools.</p> <p>SS.5.C.3.In.d Recognize that a change to the Constitution (amendment) is created by following specific steps.</p> <p>SS.5.C.3.In.e Identify rights granted in the Bill of Rights, such as freedom of speech, religion, and assembly.</p> <p>SS.5.C.3.In.f Identify the role of the courts in the American legal system in settling conflicts.</p>	<p>SS.5.C.3.Su.c Identify a power of the federal government—such as coining money, and a power of the state—such as creating public schools.</p> <p>SS.5.C.3.Su.d Recognize that a change to the law is an amendment.</p> <p>SS.5.C.3.Su.e Recognize a right granted in the Bill of Rights, such as freedom of speech or religion.</p> <p>SS.5.C.3.Su.f Recognize that a court settles conflicts between people.</p>	<p>services, such as coining money or creating schools.</p> <p>SS.5.C.3.Pa.d Recognize that a law can be changed.</p> <p>SS.5.C.3.Pa.e Recognize that citizens have rights.</p> <p>SS.5.C.3.Pa.f Recognize that conflicts can be settled.</p>
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Suggested Organization of Benchmarks for Instruction

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Pre-Columbian North America	Exploration	Colonization	Revolution	Government and New Nation	Westward Expansion	Geography
SS.5.A.2.1 SS.5.A.2.2 SS.5.A.2.3	SS.5.A.3.1 SS.5.A.3.2 SS.5.A.3.3 SS.5.E.2.1	SS.5.A.4.1 SS.5.A.4.2 SS.5.A.4.3 SS.5.A.4.4 SS.5.A.4.5 SS.5.A.4.6 SS.5.G.1.5* SS.5.G.2.1* SS.5.E.1.1 SS.5.E.1.2	SS.5.A.5.1 SS.5.A.5.2 SS.5.A.5.3 SS.5.A.5.4 SS.5.A.5.5 SS.5.A.5.6 SS.5.A.5.7 SS.5.A.5.8 SS.5.C.1.4 SS.5.C.2.1 SS.5.C.2.2	SS.5.A.5.9 SS.5.A.5.10 SS.5.C.1.1 SS.5.C.1.2 SS.5.C.1.3 SS.5.C.1.5 SS.5.C.1.6 SS.5.C.2.3 SS.5.C.2.4 SS.5.C.2.5 SS.5.C.3.1 SS.5.C.3.2 SS.5.C.3.3 SS.5.C.3.4 SS.5.C.3.5 SS.5.C.3.6	SS.5.A.6.1 SS.5.A.6.2 SS.5.A.6.3 SS.5.A.6.4 SS.5.A.6.5 SS.5.A.6.6 SS.5.A.6.7 SS.5.A.6.8 SS.5.A.6.9 SS.5.G.2.1*	SS.5.G.1.5* SS.5.G.1.1 SS.5.G.1.2 SS.5.G.1.3 SS.5.G.1.4 SS.5.G.1.5 SS.5.G.1.6 SS.5.G.4.1 SS.5.G.4.2
The following benchmarks are covered throughout all units of study: SS.5.A.1.1; SS.5.A.1.2; SS.5.G.3.1; SS.5.E.1.3						

Scope and Sequence of Introduction of Primary Sources:

The identification and use of primary and secondary sources in the study and analysis of history is critical to building a foundation for growing knowledge. Teachers must assure that students are introduced to and given opportunity to work with the following at each grade level. The items are cumulative as the student moves up in grade.

Kindergarten -	photograph, grandparent (speaker/interview), artifact
First Grade -	Add letters, audio/video recording
Second Grade-	Primary and Secondary: artifacts, photographs, audio/video recordings, newspapers, documents, maps, coins, stamps
Third Grade-	Add paintings, images
Fourth Grade -	Add timelines
Fifth Grade-	Add diaries, graphs

Scope and Sequence of Constitution Day/Week Instruction:

Kindergarten -	Write a class constitution
First Grade -	Compare a class constitution to National Rules/Laws [http://www.elcivics.com/civics_1.html ; http://www.icivics.org/ (free, but requires registration)]
Second Grade-	Distinguish between Rule and Law
Third Grade-	Bill of Rights Awareness
Fourth Grade -	State Constitution
Fifth Grade-	US Constitution