

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: Social Studies	GRADE(S): 5th
UNIT: Age of Exploration	TIME FRAME: 4-6 Weeks

PA ACADEMIC STANDARDS:

History:

8.1 HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT

- 8.1.6.A.** Explain continuity and change over time using sequential order and context of events.
- 8.1.6.B.** Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.
- 8.1.6.C.** Identify a thesis statement using appropriate primary and secondary sources. (Reference RWSL Standard 1.8.5 Research)

8.3 UNITED STATES HISTORY

- 8.3.6.A.** Explain the social, political, cultural, and economic contributions of individuals and groups to United States history.
- 8.3.6.C.** Explain how continuity and change have impacted U.S. history.
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organizations

Geography:

7.1 BASIC GEOGRAPHIC LITERACY

- 7.1.6.A.** Describe how common geographic tools are used to organize and interpret information about people, places, and environment.

7.2 PHYSICAL CHARACTERISTICS OF PLACES AND REGIONS

- 7.2.6.A.** Describe the characteristics of places and regions.

7.3 HUMAN CHARACTERISTICS OF PLACES AND REGIONS

- 7.3.6.A.** Describe the human characteristics of places and regions using the following criteria:
 - Population
 - Culture
 - Settlement
 - Economic activities
 - Political activities

Economics:

6.4 ECONOMIC INTERDEPENDENCE

- 6.4.6.C.** Explain how multinational corporations contribute to economic interdependence.

NCSS STANDARDS:

- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Science, Technology, and Society
- Civic Ideals and Practices

UNIT OBJECTIVES:

- Identify and explain the reasons and means for European exploration.
- Compare and contrast the cultural differences of European and Native American Societies.
- Locate and identify a reasonable sample of European explorations/expeditions.
- Give examples demonstrating the impact of European explorations and their influence on Eastern and Western Cultures.

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Scott Foresman (2006)

- o Leveled Readers
- Discovery Education - Untied Streaming video site
- PMSD Resource Page

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: Social Studies	GRADE(S): 5th
UNIT: Colonization and Settlement	TIME FRAME: 4-6 Weeks

PA ACADEMIC STANDARDS:

History:

8.1 HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT

- 8.1.6.A. Explain continuity and change over time using sequential order and context of events.
- 8.1.6.B. Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.
- 8.1.6.C. Identify a thesis statement using appropriate primary and secondary sources. (Reference RWSL Standard 1.8.5 Research)

8.3 UNITED STATES HISTORY

- 8.3.6.A. Explain the social, political, cultural, and economic contributions of individuals and groups to United States history.
- 8.3.6.B. Explain the importance of significant historical documents, artifacts, and places critical to United States history.
- 8.3.6.C. Explain how continuity and change have impacted U.S. history.
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organizations
- 8.3.6.D. Explain how conflict and cooperation among groups and organizations have impacted the history and development of the U.S.
 - Ethnicity and race
 - Working conditions
 - Immigration
 - Military conflict
 - Economic stability

NCSS STANDARDS:

- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Production, Distribution, and Consumption
- Science, Technology, and Society
- Global Connections
- Civic Ideals and Practices

UNIT OBJECTIVES:

- Compare and contrast the motivations, goals, locations, and unique characteristics of colonization by European powers.
- Demonstrate regional differences and their impact on economic, social, and political growth of European colonies, including the introduction of the slave economy.
- Analyze the relationship between the European colonies and Native American cultures.
- Analyze/compare effects of the colonization of the Americas due to religious, social and cultural differences of the early settlers.

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ACTIVITIES:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

- Locate on an outline map each of the 13 colonies and chart the settlement of each.
- Work in cooperative groups to chart the religious groups in the colonies.
- Discuss the impact of religion on colonial life.
- Use the *Witch of Blackbird Pond* as a vehicle to understand Puritan society.
- Compare/contrast the similarities and differences of the settlers in each region.
- Create a time line of the colonial period.
- Draw or create a New England village, Southern plantation, and middle colonies farm. Use drawings to discuss similarities and differences in colonial economies.
- Write a journal of a colonial child that depicts their life.
- Create a web showing reasons for and against settling in Jamestown.
- Develop a chart that will allow the comparison and contrast of labor in colonial America.
- Develop a product map showing the New England merchants' trading triangle and the goods and people regularly transported between the English colonies, West Indies, Africa, and Great Britain.
- Use a landform map of the original 13 colonies to analyze why jobs were directly related to the local environment.
- Complete research on a colonial community in small groups and present to the whole class.
- Use graph interpretation activity to analyze the relationship between tobacco production and population growth in Virginia.
- List/analyze the major effects of the French and Indian War.
- Write a newspaper article about your thoughts on Roanoke Island.

ASSESSMENTS:

- Complete: projects, written assignments, quizzes, and tests, outline.
- Construct a royal colonial charter including maps and descriptions of physical features.
- Construct a timeline.
- Construct pioneering tools.
- Ships manifest.
- Colonial trade report.
- Interviews and role-plays.
- Comparison paragraphs.
- Cooperative projects.
- Observation and evaluation of group discussions.
- Journal of a colonist.

DIFFERENTIATED INSTRUCTION

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

Remediation:

- Students will work in groups to develop riddles about the new information presented in the lesson. Then students will test their riddles with the other groups.
- Students will create an advertisement to persuade the Europeans to settle in the New World.
- Students will make a list in small groups of the varying reasons for settlement in the New World.
- Students will work in small groups to create a two-column table listing different cultures and contributions from those cultures.

Extension:

- Students will role-play an event in colonization. They must take the role of a colonist and create a short speech from the colonist's point of view regarding the event.
- Students will write a letter to William Penn explaining why they wish to move to Pennsylvania. State reasons for wanting to leave Europe and expectations to be found in Pennsylvania. Also indicate skills and how they can be of service to the Pennsylvania community.
- Students will research and report on how pine tar was made or any other unique colonial product. Students are to use a diagram to illustrate the process.

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- In small groups students will produce a brochure that provides information about a specific colony. Model today's travel brochures. Include physical features, local industries, and any freedoms allowed. Share with class.

RESOURCES:

Textbooks

Scott Foresman (2005)

- Unit 2, Chapter 5: The Struggle to Found Colonies

Scott Foresman (2005)

- Unit 3, Chapter 6: Life in the English Colonies
- Unit 3, Chapter 7: The Fight for a Continent

- Virtual History - Settling America
- Brain Pop
- PMSD Resource Page

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: Social Studies	GRADE(S): 5th
UNIT: Native Americans	TIME FRAME: 4-6 Weeks

PA ACADEMIC INTEGRATED STANDARDS:

History

8.1 HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT

- 8.1.6.A.** Explain continuity and change over time using sequential order and context of events.
- 8.1.6.B.** Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.
- 8.1.6.C.** Identify a thesis statement using appropriate primary and secondary sources. (Reference RWSL Standard 1.8.5 Research)

8.3 UNITED STATES HISTORY

- 8.3.6.A.** Explain the social, political, cultural, and economic contributions of individuals and groups to United States history.
- 8.3.6.B.** Explain the importance of significant historical documents, artifacts, and places critical to United States history.
- 8.3.6.C.** Explain how continuity and change have impacted U.S. history.
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organizations
- 8.3.6.D.** Explain how conflict and cooperation among groups and organizations have impacted the history and development of the U.S.
 - Ethnicity and race
 - Working conditions
 - Immigration
 - Military conflict
 - Economic stability

Economics:

6.4 ECONOMIC INTERDEPENDENCE

- 6.4.6.B.** Explain how trade affects standards of living.

Geography:

7.3 HUMAN CHARACTERISTICS OF PLACES AND REGIONS

- 7.3.6.A.** Describe the human characteristics of places and regions using the following criteria:
 - Population
 - Culture
 - Settlement
 - Economic activities
 - Political activities

NCSS STANDARDS:

- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Civic Ideals and Practices
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UNIT OBJECTIVES:

- Compare and contrast Native American cultures in terms of how geographical and environmental influences impacted basic needs, values, customs, traditions and level of technology.
- Locate and identify the cultures and their geographical regions.

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ACTIVITIES:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

- Locate and label the physical and cultural features of related regions and identify cultures within each region.
- Construct a time line of early America, including physical and cultural changes.
- Create a project taking the form of posters, dioramas, wall maps, scenes, models or any suitable presentation to discuss a cultural aspect of the Native Americans.
- Create, interpret, use, and distinguish various representations of the earth, such as, maps, globes, and photographs.
- Locate and describe varying landforms and geographic features, such as mountains, plateaus, islands, rain forests, and explain their relationships within the ecosystems.
- Write a journal describing a day in the "life of Typical Ice Age Hunter".
- Locate the Bering land bridge, and trace the routes anthropologists believe were taken by Asian people migrating from Siberia, southward and eastward in the Americas during the periods when glaciers covered northern latitudes.
- Write in cooperative groups, research and report through text and graphics, various aspects of an assigned Native American group.
- Assign each cooperative group a tribal name from the five nations of the Iroquois. Using either classroom problems, or simulated problems; students will develop strategies for solving these problems.
- Use role-play activity to compare/contrast the different ideas that Native Americans and Europeans held about how land should be used.

ASSESSMENTS:

- Complete: projects, written assignments, quizzes, and tests, outline.
- Construct a map, diorama or chart.
- Construct a timeline.
- Teacher observations.
- Interviews and role-plays.
- Journals and written comparison paragraphs.
- Cooperative projects.

DIFFERENTIATED INSTRUCTION:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

Remediation:

- Students will create a visual display demonstrating a lesson objective. For example, students could draw a picture of a gray whale, with lines from the whale to labeled pictures of whale products that Indians used.
- Students will draw a diagram that will illustrate adaptations for survival among different Native American groups.

Extension:

- Students will gather information to draw pictures and list facts about a specific Native American tribe to make a poster or class bulletin board.
- Students will make a mural or collage demonstrating information regarding a specific Native American Culture.

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RESOURCES:

Textbook

- Scott Foresman (2005)
 - Unit 1, Chapter 1: Life in the Western Hemisphere
 - Unit 1, Chapter 2: Native Americans of North America
 - Unit 1, Chapter 3: Life in the Eastern Hemisphere

- Scott Foresman (2005)
 - Unit 2, Chapter 4: Spain Builds an Empire
 - Discovery Education - United Streaming Videos
 - Brain Pop and Brain Pop Jr.
 - Scott Foresman Leveled Readers

- Bering Land Bridge Animation

- PMSD Resource Page

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: Social Studies

GRADE(S): 5th

UNIT: Pennsylvania

TIME FRAME: 4-6 weeks

PA ACADEMIC STANDARDS:

History:

8.2 PENNSYLVANIA HISTORY

- 8.2.6.A.** Explain the social, political, cultural, and economic contributions of individuals and groups from Pennsylvania.
- 8.2.6.B.** Describe the importance of significant historical documents, artifacts, and places critical to Pennsylvania history.
- 8.2.6.C.** Explain how continuity and change have impacted Pennsylvania history.
- Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organizations
- 8.2.6.D.** Explain how conflict and cooperation among groups and organizations have impacted the history and development of Pennsylvania.
- Ethnicity and race
 - Working conditions
 - Immigration
 - Military conflict
 - Economic stability

8.3 UNITED STATES HISTORY

- 8.3.6.A.** Explain the social, political, cultural, and economic contributions of individuals and groups to United States history.
- 8.3.6.B.** Explain the importance of significant historical documents, artifacts, and places critical to United States history.
- 8.3.6.C.** Explain how continuity and change have impacted U.S. history.
- Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organizations
- 8.3.6.D.** Explain how conflict and cooperation among groups and organizations have impacted the history and development of the U.S.
- Ethnicity and race
 - Working conditions
 - Immigration
 - Military conflict
 - Economic stability

8.4 WORLD HISTORY

- 8.4.6.A.** Explain the social, political, cultural, and economic contributions of individuals and groups to world history.
- 8.4.6.B.** Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.6.C.** Explain how continuity and change have impacted world history.
- Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social Organizations

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8.4.6.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.

5.1 CIVICS AND GOVERNMENT

5.1.6.A. Explain the effect of the rule of law in protecting property rights, individual rights, and the common good.

5.1.6.B. Compare and contrast a direct democracy with a republican form of government.

5.1.6.C. Explain how the principles and ideals shape local, state, and national government.

- Liberty/Freedom
- Democracy
- Justice
- Equality

5.1.6.D. Explain the basic principles and ideals within documents and the roles played by the framers as found in significant documents:

- Declaration of Independence
- United States Constitution
- Bill of Rights

5.1.5.E. Identify the individual rights guaranteed by the U.S. Constitution.

5.1.5.F. Explain the significance of state symbols, national symbols, and national holidays.

5.2 RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP

5.2.6.A. Compare and contrast rights and responsibilities of citizenship in the community, state, and nation.

5.2.6.D. Explain why participation in government and civic life is important.

NCSS STANDARDS:

- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Production, Distribution, and Consumption
- Science, Technology, and Society
- Civic Ideals and Practices

UNIT OBJECTIVES:

- Label Pennsylvania and its neighboring borders.
- Identify the three main river systems of Pennsylvania.
- Recognize the five physical regions of Pennsylvania.
- Describe climate and seasons of Pennsylvania.
- Compare the goals and ideals of various early settlers.
- Describe local community life of colonial Pennsylvania.
- Compare/contrast Iroquois and Algonquin communities.
- Reconstruct in timeline form the order of early explorations and settlements.
- Analyze how the ideas of significant people affected the history of Pennsylvania.
- Explain the formation of the U.S. government by English colonists who fought for independence from England.
- Identify reasons why groups, such as, Quakers, Amish, Mennonites, etc., settled in Pennsylvania.
- Understand the importance of folklore and cultural contributions of various groups.
- Investigate ways historians learn about the past.
- Discuss Pennsylvania's role in the development of the Constitution.
- Identify key state symbols and their origin.
- Describe the process by which a bill becomes a law.
- Explain the significance and purpose of the Bill of Rights.

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ACTIVITIES:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

- Write a letter to a pen pal who has never visited Pennsylvania. Describe some of Pennsylvania's landforms and waterways.
- Compare/contrast religions of early settlers.
- Create maps of Pennsylvania, label regions and rivers.
- Discuss one room school house.
- Illustrations of Native American life.
- Timelines.
- Research a "famous Pennsylvanian" and complete a written and oral presentation.
- Vocabulary Word Walls.
- State research.
- Native American artifacts.
- Oral and visual presentations on regional activities.
- Journal entries/logs.
- Create a pamphlet of Pennsylvania's symbols and government research and share the story of how Pennsylvania's boundaries were decided.
- Report on the writing and signing of The Declaration of Independence.
- Report on a Pennsylvania city.
- Virtual field trips.
- Create a state symbol brochure.

ASSESSMENTS:

- Quizzes and Tests
- Assessment of various projects
- Assessment of journals/logs
- Teacher will administer Scott Foresman tests
- Teacher will evaluate through observation, games, journal writing, practice pages, and worksheets.

DIFFERENTIATED INSTRUCTION:

Remediation:

- Retest
- Read tests orally
- Study guides
- Alternative assignments and/or projects
- Peer tutoring
- Cooperative learning
- Study groups

Extension:

- Teacher approved, student directed projects.
- Practice and extend activities as suggested in Scott Foresman text (located throughout teacher manuals).
- Independent research.
- Class presentations.
- Student act as a peer tutor.
- Use Curriculum Connection activities as suggested in Scott Foresman text (located throughout teacher manuals).
- Bibliography Readings (pages 69h,117h,173h,221h, and 269h Pennsylvania Scott Foresman Teacher Manual).
- Project: Research/construct Pennsylvania's Native American art.

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: Social Studies	GRADE(S): 5th
UNIT: Revolutionary War and Moving West	TIME FRAME: 4 – 6 weeks

PA ACADEMIC STANDARDS:

- 8.1 HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT**
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NCSS STANDARDS:

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- Production, Distribution, and Consumption
- Science, Technology, and Society
- Global Connections
- Civic Ideals and Practices

UNIT OBJECTIVES:

- Demonstrate an understanding of the British policies affecting colonial attitudes.
- Identify the cause and effect correlation of events leading up to the Revolutionary movement.
- Demonstrate a sequential understanding of events during the Revolutionary War and their subsequent relationship to the results of this era.
- Compare and contrast the "seeds of democracy" implanted during the colonial period and their relationship to the creation of the new American political system.
- Identify and explain chronologically the political, economic, and social events leading up to and including the War of 1812.
- Identify the political and economic causes and consequences of Manifest Destiny.
- Identify and analyze the impact of expeditions on Westward migration and Native American cultures.
- List/identify the accomplishments of significant leaders of the United States government following the American Revolution.

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ACTIVITIES:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

- Students will write a letter to a colonist, from a relative in England, urging the colonist to remain loyal to the king. List reasons why.
- Discuss as a group, why the events at Lexington and Concord angered the colonists enough to go to war with Britain.
- Bring in objects or pictures that symbolize independence for the individual students.
- Chart colonial and British reaction to a newspaper article discussing the government killing eight citizens at a protest rally.
- Construct a timeline showing the events leading up to the Revolutionary War.
- Stage a debate between a Patriot and a Loyalist.
- Prepare a collage illustrating life, liberty, and the pursuit of happiness.
- Discuss reasons why citizens felt the need for a new government.
- Debate English attitudes on their right to tax the colonies vs. colonial attitudes relating to the concept of "no taxation without representation".
- Map out the land that the colonies acquired as a result of the Treaty of Paris.
- Discuss the concept of salutary neglect from pre to post Seven Year's War.
- Write your own version of the Olive Branch petition and critique the effectiveness of the request.
- Describe war effects on minority groups such as Indians, women, free blacks, and slaves.
- Role-play the fighting strategies of American vs. British.
- Describe the "hit and run" tactic of the Iroquois to the British fighting methods.
- Compare and contrast British and Colonial war strategies.
- Compare and contrast the impact of western migration and response on the following group: The Shawnee and Great Lake tribes, the Cherokee, the Nez Perce, and the Mexicans of Texas.
- Stage a debate between a Manifest Destiny advocate vs. a Native American rights advocate.
- Map out the journey of Lewis and Clark.

ASSESSMENTS:

- Complete: projects, written assignments, quizzes, and tests, outline.
- Write a newspaper article reporting on a cause of the war from the British or Patriot perspective.
- Construct a timeline.
- Draw two political cartoons that show the British and Colonial perspective of an issue.
- Interviews and role-plays.
- Comparison paragraphs.
- Cooperative projects.
- Journal of a Revolutionary War soldier.
- Observation and evaluation of group discussions.

DIFFERENTIATED INSTRUCTION:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

Remediation:

- Students will work cooperatively establishing a two column chart with the title, "Why Colonists Become Unhappy with British Rule". One column for cause and one column for effect.
- In small groups list changes in colonial attitudes demonstrating colonist working together to protest British rule in colonies.
- Role-play as colonists demonstrating the opposing sides of a colonial issue.
- Lead a class discussion where students identify with rebel leaders analyzing risks, strategies, choices, and possible outcomes.

Extension:

- Students will work in groups to role-play the Boston Tea Party or Boston Massacre demonstrating knowledge of both perspectives.

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- Students will work in groups to create a bulletin board display, explaining a specific personality of the time. (Ex. George Washington, Braddock, Wolf, Adams, King George, etc.) Write a summary of the leader's role during the Revolutionary period. Create illustrations of the leader or relevant events.
- Write and act out a play of a secret "Sons of Liberty" meeting.
- In groups create a time capsule that will be open 200 years in the future. Include samples of models of artifacts, songs, drawings of people, and letters.
- Create a wall map of Revolutionary War battles with all vital elements of a map. (Ex. Key, compass, scale, etc.)

RESOURCES:

Textbook

- Scott Foresman (2005)
 - Unit 4, Chapter 8: The Road to War
 - Unit 4, Chapter 9: Winning the Revolution
 - Unit 5, Chapter 10: Forming a New Government
 - Unit 5, Chapter 11: The Young United States
- Liberty Kids Video
- Discovery Education - United Streaming Videos
- Scott Foreman Leveled Readers
- PMSD Resource Page