

SENECA VALLEY SCHOOL DISTRICT

CURRICULUM

Course Title: Social Studies
Grade Level(s): Five
Periods Per Week:
Length of Period: 35 Minutes
Length of Course:
Faculty Author(s): Carolyn Conti, Joe Rubaker
Date: November 6, 2013

COURSE DESCRIPTION:

This course in American History will give the students the opportunity to explore and discover for themselves what freedom means, how individualism can lead to both rewards and problems, and what responsibilities democracy entails. Through this course, the students will understand the American way of life and the democratic standards on which this life had been built by learning about the beginnings of our country from the Age of Exploration through the writing of the Constitution. This course will present a means to take the students one step beyond the concrete so that they can explore the ideas, values, and alternatives upon which this country was built. Students will understand the importance of being a responsible citizen in the continuation of our democratic way of life.

Through this course the students will also develop skills relating to geography and economics.

The first three pages of this document address the reading and writing components in Social Studies.

The state has developed anchors (points of focus) in (Course Name). The anchors specify eligible content for the content areas. The anchors include standards 1.1, 1.2, and 1.3

The Objectives that address anchors have been bolded.

The following outline provides a general overview of the course content, not a chronological timetable. The weeks denoted for each area provide an idea for the overall time spent working with a given topic throughout the school year.

Course Outline	Objectives (PA Standard)			
<p>1. Reading in Social Studies</p>	<p>CC.8.5.6-8.A. Cite specific textual evidence to support analysis of primary or secondary sources.</p> <p>CC.8.5.6-8.B. Determine the central ideas or conclusions of a text.</p> <p>CC.8.5.6-8.C. Identify key events in a time period in history in order to understand the impact on people, places, and future effects.</p> <p>CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>CC.8.5.6-8.E. Describe how a text presents information (e.g.,text structure, organization).</p> <p>CC.8.5.6-8.F. Identify aspects of a text that reveal an author’s point of view or purpose in explaining a historical event.</p> <p>CC.8.5.6-8.G. Use visual information (e.g., in charts, graphs, photographs, videos, or maps) to aid in comprehension with other text information in print and digital texts.</p> <p>CC.8.5.6-8.H. Distinguish among fact and opinion.</p>			
<p>2. Writing in Social Studies</p>				

Course Outline	Objectives (PA Standard)			
	<p>CC.8.5.6-8.J. By the end of grade 5, read and comprehend history/social studies texts independently.</p> <p>CC.8.6.6-8.A. Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> • Introduce claim(s) about a topic or issue, acknowledge and organize the reasons and evidence logically. • Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the argument presented. <p>CC.8.6.6-8.B.* Write informative/explanatory texts, including the narration of historical events.</p> <ul style="list-style-type: none"> • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. • Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. 			

Course Outline	Objectives (PA Standard)			
	<ul style="list-style-type: none"> • Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Establish and maintain a formal style and objective tone. • Provide a concluding statement or section that follows from and supports the information or explanation presented. <p>CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC.8.6.6-8.D. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CC.8.6.6-8.E. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>			

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	<p>CC.8.6.6-8.F. Conduct short research projects to answer a question drawing on several sources and generating additional related, focused questions.</p> <p>CC.8.6.6-8.G. Gather relevant information from multiple print and digital sources, using search terms effectively; discuss the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism.</p> <p>CC.8.6.6-8.H. Draw evidence from informational texts to support analysis reflection, and research.</p>			

Course Outline	Objectives (PA Standard)			
<p>I. Map Skills/Geography</p> <p>A. Continents and oceans</p> <p>B. Know following terms:</p> <ol style="list-style-type: none"> 1. Latitude and Longitude 2. Grid lines 3. Index 4. Cardinal and Ordinal directions 5. Scale 6. Physical features 7. Human features 8. Climate types <p>C. Regions</p> <ol style="list-style-type: none"> 1. Physical Characteristics 2. Human Characteristics 3. Features that affect regions; including, economics, culture, natural resources, settlement patterns, etc. 	<p>Label continents and oceans</p> <p>Create maps (e.g., local nature trail, imaginary places, community areas)</p> <p>Use maps and globes as a reference tool for research projects and current events</p> <p>Interpret graphs and diagrams</p> <p>Locate places on a map</p> <p>Identify and label historical events on a map (e.g., battles, colonies, settlements) (7.1.6.A)</p> <p>Locate places on a map using coordinates</p> <p>Describe physical features</p> <p>Create political maps</p> <p>Compare and contrast regions (7.1.6.B)</p> <p>Compare and contrast places and regions</p> <p>Distinguish between climate types (7.2.6.A)</p> <p>Explain how elevation and latitude affect climate (7.2.6.B)</p>			

Course Outline	Objectives (PA Standard)			
<p>II. Explorers</p> <p>A. Impact of Europeans of on Native Americans</p> <p>B. Political/cultural effects of European explorations</p> <p>C. Conflicts and colonization</p> <p>D. Traced routes of explorers in relationship to settlement patterns</p>	<p>Recognize and analyze the physical arrangement of European cultures in early American history. (7.3.6.B)</p> <p>Describe and classify human characteristics of places and regions based on early settlement patterns. (7.3.6.C)</p> <p>Describe the impact of physical systems on historical development of early settlements. (7.4.6.A)</p> <p>Identify important dates in history</p> <p>Comprehend and create timelines referring to important periods in early American history (e.g., European exploration, colonization, American Revolution, etc.) (8.1.6.A)</p> <p>Research and report on biographies of famous explorers and early Americans. (8.1.6.A)</p> <p>Compare and Contrast primary and secondary sources.</p> <p>Interpret and analyze data from historical maps, graphs, and tables. (e.g. colonization, American Revolution, etc.)</p> <p>Examine different perspectives of major historical events. (e.g., Viewpoint of European exploration from Native Americans’ eyes and Europeans perspective). (8.1.6.B, 8.1.6.D)</p>			

	<p>Students will differentiate between fact and opinion.</p> <p>Students will examine differing perspectives for events like European exploration, French & Indian War, American Revolution, and Constitution Convention.</p> <p>Students will interpret illustrations located in historical stories from sources like the “Voices of the Revolution” theme in Reading. (8.1.6.C)</p> <p>Summarize contributions of famous Pennsylvanians such as William Penn, Benjamin Franklin, etc.) (8.2.6.A)</p> <p>Examine historical documents related to early colonization through early government.</p> <p>Interpret meaning of specific writings and communications from early colonization through early government.</p> <p>Discuss and analyze significance of historic settlements. (8.3.6.B)</p> <p>Identify, explain, compare and contrast conflict and cooperation from early exploration through the American Revolution. (8.3.6.D)</p> <p>Analyze and evaluate the roles of early explorers and the development of the Americas. (8.4.6.A)</p> <p>Recognize and explain importance</p>			
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	<p>of documents and artifacts in world history as applies to the Americas. (8.4.6.B)</p> <p>Identify and explain how continuity and change affected the culture of the Americas as it relates to the Americas. (8.4.6.C)</p> <p>Identify, explain and analyze the affect of European exploration on the Americas. (8.4.6.D)</p>			
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Course Outline	Objectives (PA Standard)			
<p>III. Colonization</p> <p>A. Settlement patterns</p> <p>B. Spanish, French, English settlements</p> <p>C. Conflict between Europeans and Native Americans</p> <p>D. Cultural interaction</p> <p>E. Reasons for colonization</p> <p>F. Early settlements and their leaders</p> <p>G. Development and expansion of English colonies</p> <p>H. Beginnings of self-government in the Americas</p> <p>I. Economics of regions in 13 colonies</p> <p>J. Unrest and conflict with settlers, Indian, French, and English</p>	<p>Examine relationship between areas of colonization and population growth. (7.3.6.A)</p> <p>Describe and classify human characteristics of places and regions in early American history based on political activities. (7.3.6.E)</p> <p>Describe the impacts of early colonization on the physical environment of North America. (7.4.6.B)</p> <p>Identify important dates in history</p> <p>Comprehend and create timelines referring to important periods in early American history (e.g., European exploration, colonization, American Revolution, etc.) (8.1.6.A)</p> <p>Research and report on biographies of famous explorers and early Americans. (8.1.6.A)</p> <p>Compare and Contrast primary and secondary sources.</p> <p>Interpret and analyze data from historical maps, graphs, and tables. (e.g. colonization, American Revolution, etc.)</p> <p>Examine different perspectives of major historical events. (e.g., Viewpoint of European exploration from Native Americans’ eyes and Europeans perspective). (8.1.6.B)</p> <p>Students will differentiate between fact and opinion.</p> <p>Students will examine differing perspectives for events like European exploration, French & Indian War, American Revolution, and Constitution Convention.</p> <p>Students will interpret illustrations located in historical stories from sources like the “Voices of the Revolution” theme in Reading. (8.1.6.C)</p> <p>Summarize contributions of famous Pennsylvanians such as William Penn, Benjamin Franklin, etc.) (8.2.6.A)</p> <p>Discuss similarities of the Iroquois League of Five Nations to the government of the United States.</p>			

	<p>Students will analyze the viewpoints of the Founding Fathers.</p> <p>Examine strategies and philosophies of great American military leaders.</p> <p>Identify the economic impact of such people as John Rolfe, William Penn, etc. (8.3.6.A)</p> <p>Examine historical documents related to early colonization through early government.</p> <p>Interpret meaning of specific writings and communications from early colonization through early government.</p> <p>Discuss and analyze significance of historic settlements. (8.3.6.B)</p> <p>Understand, explain, and evaluate social, political, physical, religious, and economic changes in early US history. (8.3.6.C)</p> <p>Identify, explain, compare and contrast conflict and cooperation from early exploration through the American Revolution. (8.3.6.D)</p> <p>Recognize and explain importance of documents and artifacts in world history as applies to the Americas. (8.4.6.B)</p> <p>Identify and explain how continuity and change affected the culture of the Americas as it relates to the Americas. (8.4.6.C)</p> <p>Students will identify and understand the interrelationship between towns, cities, plantations, farms and the frontier within the era of colonization. (6.1.6.A)</p> <p>Students will identify and understand the production of goods and services in the era of colonization between towns, cities, plantations, farms and the frontier. (6.1.6.B)</p> <p>Students will recognize and understand the role of specialization in relationship to trading between tribes and colonies. (6.4.6.B)</p> <p>Students will define “import” and “export” and will understand these terms when applied to the “triangular trade route.” (6.4.6.C)</p>			
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	<p>Students will discuss the role of trade and specialization in the development of the colonies. (6.4.6.E)</p> <p>Students will recognize the availability of goods and services as it relates to colonization. (6.5.6.A)</p> <p>Describe the importance of political leadership in early American history. (5.2.6.D)</p> <p>Discuss agreements between the US and other countries in early American history. (5.4.6.D)</p>			
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Course Outline	Objectives (PA Standard)			
<p>IV. Events leading up to Revolution</p> <p>A. French and Indian War</p> <p>B. Taxes and protests</p> <p>C. Civil unrest (ex. Boston Massacre, Boston Tea Party...)</p> <p>D. Emerging political leaders</p> <p>E. Impact on economics</p>	<p>Identify important dates in history</p> <p>Comprehend and create timelines referring to important periods in early American history (e.g., European exploration, colonization, American Revolution, etc.) (8.1.6.A)</p> <p>Research and report on biographies of famous explorers and early Americans. (8.1.6.A)</p> <p>Identify and analyze the major events that led to American Revolution. (8.1.6.A)</p> <p>Compare and Contrast primary and secondary sources.</p> <p>Interpret and analyze data from historical maps, graphs, and tables. (e.g. colonization, American Revolution, etc.)</p> <p>Examine different perspectives of major historical events. (e.g., Viewpoint of European exploration from Native Americans' eyes and Europeans perspective). (8.1.6.B)</p> <p>Summarize contributions of famous Pennsylvanians such as William Penn, Benjamin Franklin, etc.) (8.2.6.A)</p> <p>Discuss similarities of the Iroquois League of Five Nations to the government of the United States.</p> <p>Students will analyze the viewpoints of the Founding Fathers.</p> <p>Examine strategies and philosophies of great American military leaders.</p> <p>Identify the economic impact of such people as John Rolfe, William Penn, etc. (8.3.6.A)</p> <p>Examine historical documents related to early colonization through early government.</p> <p>Interpret meaning of specific writings and communications from early colonization through early government.</p>			

	<p>Discuss and analyze significance of historic settlements. (8.3.6.B)</p> <p>Understand, explain, and evaluate social, political, physical, religious, and economic changes in early US history. (8.3.6.C)</p> <p>Identify, explain, compare and contrast conflict and cooperation from early exploration through the American Revolution. (8.3.6.D)</p> <p>Recognize and explain importance of documents and artifacts in world history as applies to the Americas. (8.4.6.B)</p> <p>Identify and explain how continuity and change affected the culture of the Americas as it relates to the Americas. (8.4.6.C)</p> <p>Students will understand the affects of taxation during the events leading to the Revolution. (6.2.6.G)</p> <p>Discuss the benefits and cost of taxation as it relates to the Revolutionary War. (6.2.6.J)</p> <p>Understand the basic principles and ideals found in famous quotes related to early American history. (5.1.6.M)</p> <p>Understand the basic principles and ideals found in famous quotes related to early American history. (5.1.6.M)</p> <p>Understand and explain ways citizens resolved conflicts in early American history. (5.2.6.C)</p> <p>Describe the importance of political leadership in early American history. (5.2.6.D)</p> <p>Identify the impact of consequences of violating rules and laws as it relates to early American society and present day. (5.2.6.F)</p> <p>Understand and explain how the government raised money following the French and Indian War. (5.3.6.I)</p>			
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Course Outline	Objectives (PA Standard)			
<p>V. American Revolution</p> <p>A. Early battles</p> <p>B. Timelines of major events</p> <p>C. Famous leaders, generals, spokespeople, etc.</p> <p>D. Major battles and turning points</p> <p>E. Effects on daily life</p> <p>F. “Civil War” in the Southern Colonies</p> <p>G. Regional differences</p> <p>H. Results of the war</p>	<p>Identify important dates in history</p> <p>Comprehend and create timelines referring to important periods in early American history (e.g., European exploration, colonization, American Revolution, etc.) (8.1.6.A)</p> <p>Research and report on biographies of famous explorers and early Americans. (8.1.6.A)</p> <p>Compare and Contrast primary and secondary sources.</p> <p>Interpret and analyze data from historical maps, graphs, and tables. (e.g. colonization, American Revolution, etc.)</p> <p>Examine different perspectives of major historical events. (e.g., Viewpoint of European exploration from Native Americans’ eyes and Europeans perspective). (8.1.6.B)</p> <p>Students will differentiate between fact and opinion.</p> <p>Students will examine differing perspectives for events like European exploration, French & Indian War, American Revolution, and Constitution Convention.</p> <p>Students will interpret illustrations located in historical stories from sources like the “Voices of the Revolution” theme in Reading. (8.1.6.C)</p> <p>Summarize contributions of famous</p>			

	<p>Pennsylvanians such as William Penn, Benjamin Franklin, etc.) (8.2.6.A)</p> <p>Discuss similarities of the Iroquois League of Five Nations to the government of the United States.</p> <p>Students will analyze the viewpoints of the Founding Fathers.</p> <p>Examine strategies and philosophies of great American military leaders.</p> <p>Identify the economic impact of such people as John Rolfe, William Penn, etc. (8.3.6.A)</p> <p>Examine historical documents related to early colonization through early government.</p> <p>Interpret meaning of specific writings and communications from early colonization through early government.</p> <p>Discuss and analyze significance of historic settlements. (8.3.6.B)</p> <p>Understand, explain, and evaluate social, political, physical, religious, and economic changes in early US history. (8.3.6.C)</p> <p>Identify, explain, compare and contrast conflict and cooperation from early exploration through the American Revolution. (8.3.6.D)</p> <p>Recognize and explain importance of documents and artifacts in world history as applies to the Americas.</p>			
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	<p>(8.4.6.B)</p> <p>Identify and explain how continuity and change affected the culture of the Americas as it relates to the Americas. (8.4.6.C)</p> <p>Students discuss and understand the affects of the Constitutional Conventions and the formation of our government on the lives of the colonists. (6.2.6.H)</p> <p>Understand the basic principles and ideals found in famous quotes related to early American history. (5.1.6.M)</p> <p>Describe the importance of political leadership in early American history. (5.2.6.D)</p>			
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Course Outline	Objectives (PA Standard)			
<p>VI. Early Government</p> <ul style="list-style-type: none"> A. Articles of Confederation—strengths and weaknesses B. Constitutional Convention C. Compromises and debates D. Bill of Rights E. Examine primary and secondary sources F. Branches of government G. Founding Fathers H. Strong national vs. strong state government I. How bills become laws 	<p>Compare and Contrast primary and secondary sources.</p> <p>Interpret and analyze data from historical maps, graphs, and tables. (e.g. colonization, American Revolution, etc.)</p> <p>Examine different perspectives of major historical events. (e.g., Viewpoint of European exploration from Native Americans’ eyes and Europeans perspective). (8.1.6.B)</p> <p>Summarize contributions of famous Pennsylvanians such as William Penn, Benjamin Franklin, etc.) (8.2.6.A)</p> <p>Understand, explain, and evaluate social, political, physical, religious, and economic changes in early US history. (8.3.6.C)</p> <p>Recognize and explain importance of documents and artifacts in world history as applies to the Americas. (8.4.6.B)</p> <p>Identify and explain how continuity and change affected the culture of the Americas as it relates to the Americas. (8.4.6.C)</p> <p>Students discuss and understand the affects of the Constitutional Conventions and the formation of our government on the lives of the colonists. (6.2.6.H)</p> <p>Define and understand the purpose of government. (5.1.6.A)</p> <p>Understand and explain the protection of individual rights and the common good as it relates to democracy. (5.1.6.B)</p>			

	<p>Understand and explain the principles and ideals that shaped early government. (5.1.6.C)</p> <p>Understand and summarize the basic principals and ideals within major historical documents of early American government. (5.1.6.E)</p> <p>Develop a respect for patriotic activities. (5.1.6.G)</p> <p>Recognize, describe and analyze the roles played by the framers of the US government. (5.1.6.H)</p> <p>Compare and contrast a republic with a democracy. (5.1.6.I)</p> <p>Explain how the government protects individual and property rights through the Bill of Rights. (5.1.6.J)</p> <p>Understand the importance of the judicial branch of our government. (5.1.6.L)</p> <p>Understand the rights and responsibilities of being a good citizen within the US. (5.2.6.A)</p> <p>Differentiate between rights and responsibilities and how it relates to being a good citizen. (5.2.6.B)</p> <p>Identify examples of rights and responsibilities of being a good citizen through historical examples and how these relate to present day. (5.2.6.E)</p> <p>Discuss the importance of participating in government using examples from early history. (5.2.6.G)</p> <p>Identify and compare the responsibilities and</p>			
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	<p>powers of the three branches of government. (5.3.6.B)</p> <p>Discuss the voting process as it relates to current events; for example, presidential elections. (5.3.6.F)</p> <p>Understand how the government protects individual rights through the Bill of Rights. (5.3.6.G)</p>			
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