

## 5th Grade Social Studies Scope and Sequence Palisades School District

Unit Title: Grade 5 Social Studies - US states and regions, civics

Length of Unit: 9 weeks

Assessments:

States and Capitals, Continents and Oceans, Poster Project on Rights and Responsibilities, Slideshow presentation of information on U.S. Regions, Written comparison about schools around the world, Student created quiz on continent or country

**Lesson Outline Document:** [https://docs.google.com/document/d/1dpAngdJ7Hn5vE6GHM\\_kIqHI-xoLKTtXPusmXg6LmXDo/edit?usp=sharing](https://docs.google.com/document/d/1dpAngdJ7Hn5vE6GHM_kIqHI-xoLKTtXPusmXg6LmXDo/edit?usp=sharing)

**Assessment Slide and Activity Options:**

[https://docs.google.com/presentation/d/1lul5bTqDkybUkDDdTgF6JRAfzog-RHEFO\\_jKBveVIO8/edit?usp=sharing](https://docs.google.com/presentation/d/1lul5bTqDkybUkDDdTgF6JRAfzog-RHEFO_jKBveVIO8/edit?usp=sharing)

**Additional Resources in Google Folder:**

[https://drive.google.com/drive/folders/1t\\_uaZlzyXGh9NIpwrJI6qkPDonYYTuQL?usp=sharing](https://drive.google.com/drive/folders/1t_uaZlzyXGh9NIpwrJI6qkPDonYYTuQL?usp=sharing)

### THEME/UNIT 1

Focus on Geography and History:

- Geography Instruction - Map Reading - Vocabulary Development: Hemisphere, latitude and longitude
- Know the states and their capitals-which regions (General: Jobs and resources by Region)
- History - Explorers' influence on the continents
- Know the Continents and Oceans

PA Academic Standards  See full description below	Essential Understandings	Guiding Questions	Critical Content  Students will know...	Key Skills  Students will be able to...
5	<u>Civics and Government</u>	<ul style="list-style-type: none"> <li>• What are rights and</li> </ul>	<ul style="list-style-type: none"> <li>• Cause and effect of</li> </ul>	Performance task: create a

5.1 5.2 8.2	<ul style="list-style-type: none"> <li>Rules and their purpose</li> </ul>	<p>responsibilities?</p> <ul style="list-style-type: none"> <li>Why do we have them?</li> <li>What are our Country's guiding rules? (tie this review in with Constitution Day 9/17)</li> </ul>	<p>rights and rules</p> <ul style="list-style-type: none"> <li>Review: Declaration of Independence, Constitution, Bill of Rights, Balance of Powers (3 branches of government)</li> </ul>	poster/slide explaining the rights of students based on SWPBS
6 6.1	<p><u>Economics</u></p> <ul style="list-style-type: none"> <li>Know what regional jobs exist</li> <li>Climate and location (resources) impact what jobs are available</li> </ul>	<ul style="list-style-type: none"> <li>What jobs are region specific? (Connecting to Guidance requirement)</li> </ul>	<ul style="list-style-type: none"> <li>How where someone lives is dependent upon local resources</li> </ul>	<ul style="list-style-type: none"> <li>Understand jobs can vary by location</li> </ul>
7 7.1 7.2 7.3	<p><u>Geography</u></p> <ul style="list-style-type: none"> <li>Knowing how to read a map</li> <li>Knowing States and Continents help students know their place in the world</li> <li>Explorers' influence</li> </ul>	<ul style="list-style-type: none"> <li>Where am I in the US/ world?</li> <li>What are the differences in US regions?</li> <li>Where/what region is each state located?</li> <li>Where are the continents in relation to each other and the oceans?</li> <li>Explorer...</li> </ul>	<p>How to read a map</p> <ul style="list-style-type: none"> <li>Map literacy (content vocabulary)</li> <li>Latitude and Longitude</li> <li>Identify U.S. states</li> <li>Identify Continents and Oceans</li> </ul>	<ul style="list-style-type: none"> <li>Identify the 50 states</li> <li>Know the capitals</li> <li>Identify the continents and oceans</li> <li>Know the major features of each region</li> </ul>
8 8.1	<p><u>History</u></p> <ul style="list-style-type: none"> <li>Knowing the basic origin, culture and climate of U.S. regions and countries</li> </ul>	<ul style="list-style-type: none"> <li>How do the origins, culture, and climate affect the regions of the US/world?</li> </ul>	<ul style="list-style-type: none"> <li>Explorers' influence on Continents and Countries</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Identify main explorer of each country</li> <li>Identify</li> </ul>

### Culminating Performance Task

**Purpose/Description: What will we assess? Why?**

To teach U.S. Geography, and civics

- Map skills
- States and Capitals

- Rights and Responsibilities
- Continents and Oceans
- Themes of Regions

**Engaging Scenario:**

- Poster - Rights and Responsibilities of a 5th grader (tie in with Positive School Wide)
- “Survivor” You are left in a region alone. What 10 items would you need in order to survive? (Create a slide showing your items and explain why you would need each)

**Procedures:**

- Weeks 1 - 3 Beginning of the Year - Rules - tie in with Positive School Wide Behavior
- Weeks 4 - 7 States and Capitals (First 10 minutes of each lesson for memorization)
- Weeks 4 - 5 Explorers and Regions (Early exploration influence on regions, Map history / cartography)
- Week 6 Map Skills (vocabulary, latitude and longitude, map scale)
- Weeks 7 - 8 Regions, Culture, Climate of the US
- Week 9 Final project and presentations, testing
  - Geography Assessments - states and capitals (see assessment options)
  - Assessment Project:
    - Day 1 introduce Survivor Project (introduce, brainstorm, share examples)
    - Day 2, 3, and 4 Students work on project (develop slideshow - in social studies class, with reading and writing, homework)
    - Day 5 and 6 Class presentations of survivor slides

**Materials Needed:**

- Student Chromebooks
- Online resources - see links at beginning of document
- Text connections will be developed, request for supporting materials will be made if needed
- Cross curricular materials: Reading Curriculum, Benchmark: Explorer’s books (Benchmark Social Studies titles by Unit):

[https://docs.google.com/document/d/1o1i4BJcE1RW9Ey1C8AjZ8B3dPlgq-FBrU\\_TX-v4HQRg/edit?usp=sharing](https://docs.google.com/document/d/1o1i4BJcE1RW9Ey1C8AjZ8B3dPlgq-FBrU_TX-v4HQRg/edit?usp=sharing)

**Scoring Rubric**

[Survivor rubric](#)

**Standards:**

- Describe how geographic tools are used, describe and locate places and regions (physical and human features). (7.1)
- Physical characteristics of places and regions, basic physical processes that affect the physical characteristics of a place (7.2)

Length of Unit: 9 weeks

**THEME/UNIT 2**

Geography

Civics and Government:

- Continents and Oceans - Geography
- Types of governments around the world
- Schools around the world
- Global Citizenship
- 2nd Step Lessons in Tolerance / Teaching tolerance (Connect with: culture, resources and scarcity, )
- Requirements of Careers/Occupations (Jobs by Country)

<b>PA Academic Standards</b> See full description below	<b>Essential Understandings</b>	<b>Guiding Questions</b>	<b>Critical Content</b>  Students will know...	<b>Key Skills</b>  Students will be able to...
5  5.1	<u>Civics and Government</u> <ul style="list-style-type: none"> <li>● All governments are not the same</li> </ul> <u>Global Citizenship</u> <ul style="list-style-type: none"> <li>● The idea that people have rights and responsibilities that come with being a citizen of the entire world, rather than a particular nation or place</li> </ul>	<ul style="list-style-type: none"> <li>● What are the main/different types of governments in the world?</li> <li>● What are the responsibilities of being a global citizen?</li> </ul>	<ul style="list-style-type: none"> <li>● That all countries are not democracies</li> <li>● Cultures have varying values, ideas, and identities - these require respect</li> </ul>	<ul style="list-style-type: none"> <li>● Create a project (options listed in unit) describing 3 different forms of government or compare and contrast two using a venn diagram</li> <li>● Develop an awareness of different cultures and values</li> </ul>
6 6.4 6.5	<u>Economics</u> <ul style="list-style-type: none"> <li>● The US has many resources to offer its citizens</li> </ul>	<ul style="list-style-type: none"> <li>● Scarcity and Resources: How do resources impact citizen's lives</li> </ul>	<ul style="list-style-type: none"> <li>● Taking the idea of resources in regions and showing how there</li> </ul>	<ul style="list-style-type: none"> <li>● Identify factors that contribute to/inhibit economic growth in each region</li> </ul>

			are differences throughout the world	
7 7.1 7.3 7.4	<u>Geography</u> <ul style="list-style-type: none"> <li>The geography of a country helps determine the type of schooling offered</li> <li>A continent/country's resources influence job availability</li> </ul>	<ul style="list-style-type: none"> <li>What types of schools exist in the world and which factors contribute to their difference/similarity to ours?</li> <li>Resources by continent/country</li> <li>What are some jobs by continent/country? How do they vary from the jobs in the U.S.?</li> </ul> <p>Tolerance and Culture...</p>	<ul style="list-style-type: none"> <li>Schools around the world are very different</li> <li>Understanding differences in locations (Connect to Spanish speaking country research?)</li> <li>Understand that resources and jobs vary by continent and country</li> </ul>	<ul style="list-style-type: none"> <li>Explain the reasons why characteristics of schooling is different throughout the world</li> </ul>
8 8.2	<u>History</u> <ul style="list-style-type: none"> <li>In the past (as well as the present) schooling has been given different emphases/importance</li> </ul>	<ul style="list-style-type: none"> <li>How has the history of a region/state/country contributed to the type of schooling offered?</li> </ul>	<ul style="list-style-type: none"> <li>How schooling has been valued in each country and how it affects</li> </ul>	<ul style="list-style-type: none"> <li>Understand, through a stronger awareness of different forms of school/education</li> </ul>

### Culminating Performance Task

**Purpose/Description: What will we assess? Why?**

To teach world geography and global citizenship

- Continents and Oceans
- Types of Government
- Schools Around the World
- Tolerance

**Engaging Scenario:**

- Guess which country/continent you are in based on 10 items - student designed assessment/challenge/game show (To go with Continent and Ocean Geography)
- TDA Compare schooling in different countries bases on two articles/texts

Alternate to consider in the future:

- Collaborate with Spanish teacher on the Spanish Speaking Country's Research slideshow project
- Escape the room / identify the country
- Geography Bee (within or between schools - connect with Lea Becker's Geography Bee - have one of Lea's kids be a team leader for a competition?)
- Act out the balance of powers - groups of 3 students demonstrate the balance that exists between the 3 branches based on... (create an I have who has on the balance...)
- Compare and contrast governments / cultures - Venn Diagram

**Procedures:**

- Weeks 1 - 4 Continents and Oceans (first 10 minutes of each lesson for memorization)
- Weeks 1 - 2 Climate and Cultures of the World
- Week 3 Schools Around the World
- Week 4 Types of Governments
- Weeks 5 - 6 Global Citizenship
- Weeks 7 - 8 Tolerance
- Week 9 Assessment
  - Geography - Which Country/Continent are you in
    - Day 1 Introduce project, brainstorm ideas, share examples
    - Days 2, 3, & 4 Create quiz
    - Days 4 & 6 Present and score projects based on rubric, students solve mystery country
      - Teacher based quiz on identifying continents and oceans to be included
  - School Comparison
    - Cross Curricular - RELA
      - Reading passages about schools in different countries with a Text Dependent Analysis question to answer based on the articles

**Materials Needed:**

- Student Chromebooks
- Online resources - see links at beginning of document
- Articles/texts about different schools around the world
- Text connections will be developed, request for supporting materials will be made if needed
- Cross curricular materials: Reading Curriculum, Benchmark: Cultural books (Benchmark Social Studies titles by Unit):

[https://docs.google.com/document/d/1o1i4BJcE1RW9Ey1C8AjZ8B3dPlqg-FBrU\\_TX-v4HQRg/edit?usp=sharing](https://docs.google.com/document/d/1o1i4BJcE1RW9Ey1C8AjZ8B3dPlqg-FBrU_TX-v4HQRg/edit?usp=sharing)

**Scoring Rubric**

[Social Studies Rubric - Mystery Country](#)

**Standards**

- Physical characteristics of places and regions, basic physical processes that affect the physical characteristics of a place (7.2)
- Identify human characteristics of places and regions based upon: Population, Culture, Settlement, Economic activities, and Political activities. (7.3)

		PA Standards - for reference as lessons are developed	
5	Global Citizenship	<ul style="list-style-type: none"> <li>• Understand the rule of law in protecting property rights and individual rights, basic purposes of government found in significant documents: <b><u>Declaration of Independence, Constitution, Bill of Rights</u></b> (5.1)</li> <li>• Rights and needs of all in classroom, school, community, state &amp; nation. Promote cooperation and identify ways people become involved in leadership and public service (5.2)</li> <li>• Responsibilities and powers of the <b><u>3 branches of government. Role of local, state and national government;</u></b> elections and voting (5.3)</li> <li>• Describe difference between nation and country (5.4)</li> <li>• <b><u>Limited resources vs wants cause scarcity.</u></b> Ways in which people meet their basic needs and wants; production of goods (6.1)</li> <li>• How goods and services are distributed, pricing influences, factors that cause changes in price, impact of businesses opening and closing in PA (6.2)</li> <li>• Describe the cost and benefits of government economic programs, tax revenue collection, economic interdependence (6.3)</li> <li>• Explain why people specialize in the production of goods and services, explain growth in international trade, multinational corporation operations (6.4)</li> <li>• <b><u>Describe how availability of goods and services is made possible, careers and occupations; Define entrepreneurship and its role in the local community, costs and benefits of saving and borrowing</u></b> (6.5)</li> </ul>	<p>-Rules/laws, consequences in school, community, and state.</p> <p>-Significant Documents: Declaration of Independence, Constitution, Bill of Rights. *Do we want to focus on this in 3rd, 4th, or 5th grade? Or all?</p> <p><b>THEME 1</b></p> <p><b>Geography and History:</b></p> <ul style="list-style-type: none"> <li>• Know the states and their capitals</li> <li>• Know the Continents and Oceans</li> </ul> <p><b>THEME 2</b></p> <p><b>Civics and Government:</b></p> <ul style="list-style-type: none"> <li>• Types of governments around the world</li> <li>• Schools around the world</li> <li>• Teaching tolerance</li> <li>• Requirements of</li> </ul>

		<ul style="list-style-type: none"> <li>● <b><u>Describe how geographic tools are used, describe and locate places and regions</u></b> (physical and human features). (7.1)</li> <li>● <b><u>Physical characteristics of places</u></b> and regions, basic physical processes that affect the physical characteristics of a place (7.2)</li> <li>● <b><u>Identify human characteristics of places and regions based upon: Population, Culture, Settlement, Economic activities, and Political activities.</u></b> (7.3)</li> <li>● Describe and explain the impact of physical systems on people within a community, and the impact of people on the physical systems within a community. (7.4)</li> <li>● Identify and explain the influences of economic features on change and continuity over time. Classify and analyze fact and opinion, multiple points of view, and secondary resources, locate primary and secondary resources for a research topic and summarize findings in writing. (8.1)</li> <li>● Compare and contrast common characteristics of the social, political, cultural, and economic contributions of individuals/groups from PA, illustrate concepts and knowledge of historical documents, artifacts and places critical to PA history. Differentiate how continuity and change are formed and operate belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, and social organizations. Examine patterns of conflict and cooperation among groups and organizations that have impacted the history and development of PA for responding to individual and community needs (ethnicity and race, working conditions, immigration, military conflict, economic stability). (8.2)</li> </ul>	<p>Careers/Occupations</p>
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5th Grade

- Understand the rule of law in protecting property rights and individual rights, interpret key ideas about government found in significant documents: Declaration of Independence, Constitution, Bill of Rights (5.1)
- Rights and needs of all in classroom, school, community, state & nation. Promote cooperation and identify ways people become involved in leadership and public service (5.2)
- Responsibilities and powers of the 3 branches of government. Role of local, state and national government; elections and voting (5.3)
- Describe difference between nation and country (5.4)



- Limited resources vs wants cause scarcity. Ways in which people meet their basic needs and wants; production of goods (6.1)
- How goods and services are distributed, pricing influences, factors that cause changes in price, impact of businesses opening and closing in PA (6.2)
- Describe the cost and benefits of government economic programs, tax revenue collection, economic interdependence (6.3)
- Explain why people specialize in the production of goods and services, explain growth in international trade, multinational corporation operations (6.4)
- Describe how availability of goods and services is made possible, careers and occupations; Define entrepreneurship and its role in the local community, costs and benefits of saving and borrowing (6.5)
- Describe how geographic tools are used, describe and locate places and regions (physical and human features). (7.1)
- Physical characteristics of places and regions, basic physical processes that affect the physical characteristics of a place (7.2)
- Identify human characteristics of places and regions based upon: Population, Culture, Settlement, Economic activities, and Political activities. (7.3)
- Describe and explain the impact of physical systems on people within a community, and the impact of people on the physical systems within a community. (7.4)
- Identify and explain the influences of economic features on change and continuity over time. Classify and analyze fact and opinion, multiple points of view, and secondary resources, locate primary and secondary resources for a research topic and summarize findings in writing. (8.1)
- Compare and contrast common characteristics of the social, political, cultural, and economic contributions of individuals/groups from PA, illustrate concepts and knowledge of historical documents, artifacts and places critical to PA history. Differentiate how continuity and change are formed and operate belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, and social organizations. Examine patterns of conflict and cooperation among groups and organizations that have impacted the history and development of PA for responding to individual and community needs (ethnicity and race, working conditions, immigration, military conflict, economic stability. (8.2)