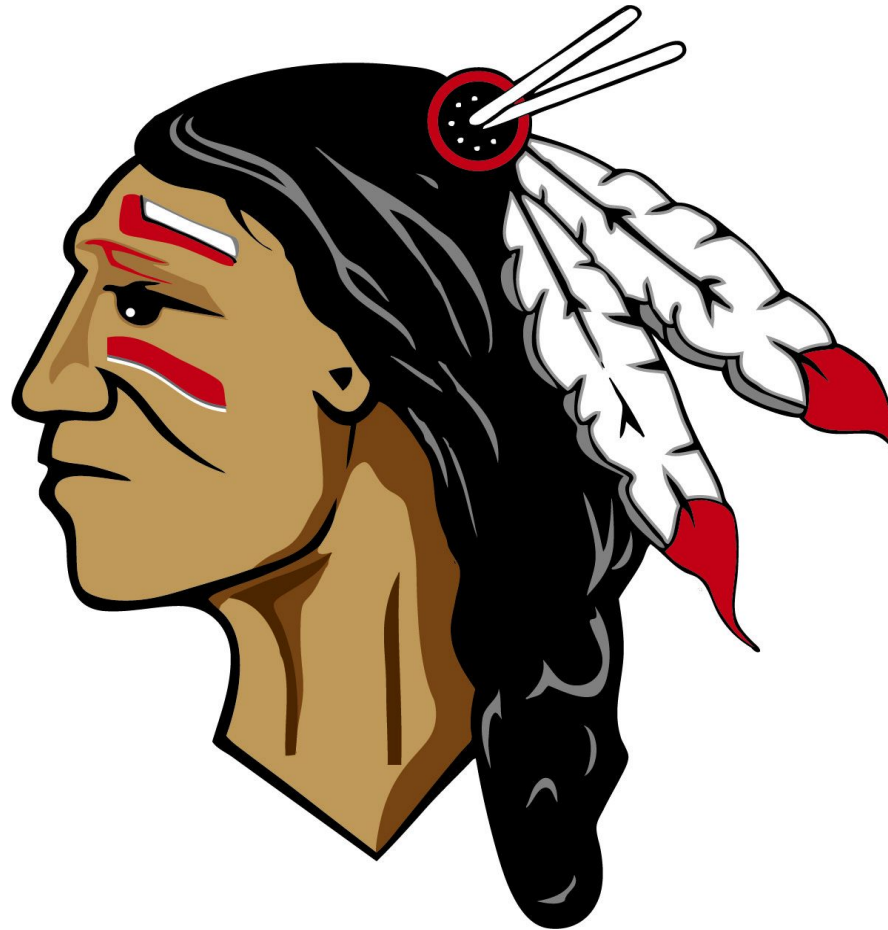


Westside Middle School 5th Grade Social Studies Curriculum Map 2017-2018

Teacher: Mashburn & Still Revised: 10.10.17



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

WESTSIDE MIDDLE SCHOOL 5TH GRADE SOCIAL STUDIES CURRICULUM MAP

Teacher: Mashburn & Still

Quarter 1

Module 0: Flag Etiquette

Module 1: Geographic Representation

Module 2: Introduction to Pre-Columbian Societies

Module 3: Native American Tribe

Understandings:

Module 0: Flag Etiquette

I will statements:

- I will learn respectful management and etiquette of the American and Arkansas flags.
- I will recognize some ways to demonstrate proper use of flags.

Module 1: Geographic Representation

I will statements:

- I will build map knowledge.
- I will use geographic tools.

Module 2: Introduction to Pre-Columbian Societies

I will statements:

- I will learn about pre-columbian societies.
- I will compare and contrast societies.

Module 3: Native American Groups

I will statements:

- I will research.
- I will compare and contrast different civilizations.
- I will make a claim backed by research.

AR STANDARDS / SKILLS

CONTENT VOCABULARY WITHIN THE STANDARD WILL BE TAUGHT THROUGHOUT DAILY OBJECTIVES / GOALS.

C.1.5.4 Examine how social organizations and institutions make rules and create responsibilities (e.g. workplace, families)

C.2.5.1 Evaluate various ways of fostering citizenship and civic virtues

C.2.5.2 Demonstrate proper etiquette for the Arkansas and American flags

C.2.5.4 Examine actions of individuals and groups that illustrate civic virtues at the local, state, and national level

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

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

E.5.5.2 Examine ways human, natural, and capital resources were organized to produce and deliver goods and services in pre-colonial America through the Revolutionary period (e.g. trade companies, joint stock companies, entrepreneurs, merchants)

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

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

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

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

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

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

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

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

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

H.12.5.1 Develop claims about pre-Columbian societies in North America by analyzing artifacts, artwork, charts, graphs, digital and print sources.

H.12.5.2 Compare characteristics of major pre-Columbian people groups within North America using a variety of sources.

Activities/Skills	Assessments	Resources	Vocabulary/Terms
<ul style="list-style-type: none"> ● Flag Program ● Flag Folding Activity ● Landform Activity ● Map Types Activity ● The Discovery of the Americas Read Aloud ● Mayan/Aztec Civilization T-Chart ● Mayan/Aztec Venn Diagram ● Native American Research Modeling Activity ● Native American Regions Student Research ● Making a Claim Activity 	<ul style="list-style-type: none"> ● Research Graphic Organizer ● Claim ● Artifact 	<ul style="list-style-type: none"> ● Textbook: Making a New Nation ● Various Classroom Articles ● Plains Indians, Ansary ● Southwest Indians, Ansary ● Northwest Coast, Ansary ● Eastern Woodlands, Ansary ● If You Lived with the Indians of the Northwest Coast, Kamma ● If You Lived with the Hopi, Kamma ● If You Lived with the Iroquois, Levine ● If You Lived with the Sioux Indians, McGovern ● If You Lived with the Cherokee, Roop ● The Southeast Indians Daily Life in the 1500s, Slusher-Haas ● The Northwest Indians Daily Life in the 1700s, Monroe ● The Southwest Indians Daily Life in the 1500s, Englar ● Where the Buffaloes Begin., Baker ● A Boy Called Slow, Bruchac ● The Rough-Face Girl, Martin ● The Flute Player an Apache Folktown, Lacapa ● When Clay Sings, Baylor ● Raven A Trickster tale from the Northwest, McDermott 	<ul style="list-style-type: none"> ● climate ● customs ● allies ● culture ● society ● civilization ● complex

Quarter 2

Module 3: Native American Groups

Module 4: European Exploration

Understandings:

Module 3: Native American Groups

I will statements:

- I will research to compare and contrast Native American groups of North America.
- I will make a claim backed by research.

Module 4: European Exploration

I will statements:

- I will learn about European exploration in early America.
- I will recognize the influence European Exploration had on America.

AR STANDARDS / SKILLS

CONTENT VOCABULARY WITHIN THE STANDARD WILL BE TAUGHT THROUGHOUT DAILY OBJECTIVES / GOALS.

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

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

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

H.12.5.3 Examine reasons for European exploration in the Americas from multiple perspectives (e.g. trade, religion, colonies, spheres of influence, wealth)

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

Activities/Skills	Assessments	Resources	Vocabulary/Terms
<ul style="list-style-type: none"> • Native American Regions Student Research • Making a Claim Activity • Research On Ships • Explorer Cards 			

Quarter 3

Unit 7
Unit 8
Unit 9

Understandings:

Module 5: A Deeper Look at the Thirteen Colonies-Taxation Without Representation. Tension Mounts (1660-1763)

I can statements:

- I can take a deep look at the thirteen colonies.
- I can recognize change over time.
- I can discuss the taxes that Great Britain put on early America.
- I can understand the frustration the colonists felt toward Great Britain.

AR STANDARDS / SKILLS

CONTENT VOCABULARY WITHIN THE STANDARD WILL BE TAUGHT THROUGHOUT DAILY OBJECTIVES / GOALS.

Activities/Skills	Assessments	Resources	Vocabulary/Terms

Quarter 4

**Unit 10
Unit 11
Unit 12**

Essential Questions:

AR STANDARDS / SKILLS

CONTENT VOCABULARY WITHIN THE STANDARD WILL BE TAUGHT THROUGHOUT DAILY OBJECTIVES / GOALS.

Activities/Skills	Assessments	Resources	Vocabulary/Terms