



Fifth Grade Social Studies

Digital Curriculum Planning Guide

Fourth Six Weeks

[4th 6-weeks Calendar](#)

[Feedback/Comment Form](#)

Regional Differences

- 5.4 History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:**
- (C) identify reasons people moved west.
 - (E) identify the causes of the Civil War, including sectionalism, states' rights, and slavery, and the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution.
- 5.7 Geography. The student understands the concept of regions in the United States. The student is expected to:**
- (A) describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity.
- 5.8 Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:**
- (B) explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present.
- 5.13 Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:**
- (A) compare how people in different parts of the United States earn a living, past and present.
 - (B) identify and explain how geographic factors have influenced the location of economic activities in the United States.
- 5.24 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:**
- (A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents and artifacts to acquire information about the United States. **P**
 - (B) analyze information by sequencing, categorizing, identifying cause- and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. **P**
 - (C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps. **P**
 - (D) identify different points of view about an issue, topic, or current event.
 - (E) identify the historical context of an event. **P**
- 5.25 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:**
- (A) use social studies terminology correctly. **P**
 - (B) incorporate main and supporting ideas in verbal and written communication. **P**
 - (C) express ideas orally based on research and experiences. **P**
 - (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies. **P**
 - (E) use standard grammar, spelling, sentence structure, and punctuation. **P**
- 5.26 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:**
- (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision. **P**



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| Sample Lesson Objective | Sample Purposeful Aligned Instruction | Sample Multiple Response Strategies | Sample Demonstration of Learning |
|--|--|--|---|
| <p>5.4E and 5.24C</p> <p>Students will organize and interpret information about the causes of the Civil War using short text passages and maps to identify political, economic and social changes.</p> | <ul style="list-style-type: none">Students will use short text and maps to identify sectionalism, states rights and slavery during the 19th century.Students will use short passages to determine how the Dred Scott decision affected the United States. | <ul style="list-style-type: none">Table Talk<ul style="list-style-type: none">students will discuss information found on maps to identify sectionalism, states rights and slaveryThink-Pair-Share<ul style="list-style-type: none">students will read information about Dred Scott and determine how the court decision affected the U.S. then they will compare their answer with a partner and finally come to a conclusion to share with the class | <p>Given two causes involving territory, students will use a map to explain how they contributed to the causes of the Civil War.</p> |
| Instructional Considerations | Model Lessons | Instructional Resources | Virtual Support for Teachers |
| <p>Teacher Notes</p> <p>Teacher Notes- Compromises</p> <p>A Habit You Don't Like</p> <p>Regional Differences</p> <p>John C. Calhoun and Henry Clay</p> <p>Missouri Compromise</p> <p>Compromise of 1850</p> <p>Possible Interventions</p> <p>Possible Extensions</p> | <p>Dred Scott Decision</p> | <p>District Resources</p> <p>Sample Assessment Items</p> <p>Suggested Literature</p> | <p>PD for the Teacher:</p> <p>MRS - Digital Response Cards</p> <p>Organize Your Thinking to Critically Analyze Text</p> <p>Classroom example:</p> <p>Dred Scott Decision</p> <p>The Dred Scott Decision</p> <p>The Missouri Compromise</p> <p>The Compromise of 1850</p> <p>Henry Clay and the Struggle for the Union</p> <p>The Kansas-Nebraska Act</p> <p>Slavery Kansas Nebraska</p> <p>Kansas-Nebraska Act</p> <p>America Divided</p> |

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Civil War

5.4 History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:

(E) identify the causes of the Civil War, including sectionalism, states' rights, and slavery, and the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution.

5.6 Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps.

5.12 Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:

(B) evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in the United States.

5.13 Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:

(C) analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States.

5.16 Government. The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to:

(C) distinguish between national and state governments and compare their responsibilities in the U.S. federal system.

5.19 Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:

(B) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties.

(C) identify and compare leadership qualities of national leaders, past and present.

5.24 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents and artifacts to acquire information about the United States. **P**

(B) analyze information by sequencing, categorizing, identifying cause- and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. **P**

(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps. **P**

(D) identify different points of view about an issue, topic, or current event.

(E) identify the historical context of an event. **P**

5.25 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) use social studies terminology correctly. **P**

(B) incorporate main and supporting ideas in verbal and written communication. **P**

(C) express ideas orally based on research and experiences. **P**

(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies. **P**

(E) use standard grammar, spelling, sentence structure, and punctuation. **P**



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| Sample Lesson Objective | Sample Purposeful Aligned Instruction | Sample Multiple Response Strategies | Sample Demonstration of Learning |
|--|---|--|--|
| 5.19B and 5.24B Students will identify the Emancipation Proclamation as a result of the Civil War. | <ul style="list-style-type: none">Students will refer to the Emancipation Proclamation to identify the states that the proclamation applied to at the time of issuance.Students will think about their opinion on issuing the Emancipation Proclamation to free slaves and write a recommendation (as the role of one of Lincoln's cabinet members) with reasons to support their opinion. | <ul style="list-style-type: none">Table Talk<ul style="list-style-type: none">students will talk about the states that were affected by the Emancipation ProclamationThink-Pair-Share<ul style="list-style-type: none">students will think about their feelings regarding the Emancipation Proclamation, then discuss with a partner their opinion and finally share out to the whole class | Given the Emancipation Proclamation, students will identify five states that were affected by the Civil War. |

| Instructional Considerations | Model Lessons | Instructional Resources | Virtual Support for Teachers |
|--|--|---|--|
| Teacher Notes How do you feel? The Civil War graphic organizer The Civil War graphic organizer continued Map of the Union and Confederacy Lincoln's Words Freedom: A History of US The American Civil War Simulation The Underground Railroad: escape from slavery Underground Railroad: Interactive Journey On the Road to Appomattox song by Andrew McKnight Close Passage: American Civil War Possible Interventions Possible Extensions | Lincoln's Emancipation National vs. State Governments | District Resources Sample Assessment Items Suggested Literature | PD for the Teacher: Gettysburg Battlefield Civil War History part 1/3 , part 2/3 , part 3/3 Classroom example: Civil War in One Word What Caused the Civil War Confederate vs. Union Soldiers Lincoln's Proclamation Civil War Turning Point: Emancipation Proclamation Emancipation Proclamation The Underground Railroad Turning points of the Civil War Civil War Tech Battle of Chancellorsville Civil War Soldiers Battle of Gettysburg Battle of Vicksburg Abraham Lincoln - The Gettysburg Address Surrender at Appomattox First Battle of Bull Run Abolitionist Frederick Douglass |



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Reconstruction

- 5.4 History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:**
(E) identify the causes of the Civil War, including sectionalism, states' rights, and slavery, and the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution.
- 5.5 History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:**
(C) identify the accomplishments of individuals and groups such as ~~Jane Addams, Susan B. Anthony, Dwight Eisenhower,~~ Martin Luther King Jr., ~~Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, Golin Powell, the Tuskegee Airmen, and the 442nd Regimental Combat Team~~ who have made contributions to society in the areas of civil rights, ~~women's rights, military actions, and politics.~~
- 5.7 Geography. The student understands the concept of regions in the United States. The student is expected to:**
(A) describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity.
- 5.24 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:**
(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents and artifacts to acquire information about the United States. **P**
(B) ~~analyze information by sequencing, categorizing, identifying cause- and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.~~ **P**
(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps. **P**
(D) identify different points of view about an issue, topic, or current event.
(E) identify the historical context of an event. **P**
- 5.25 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:**
(A) use social studies terminology correctly. **P**
(B) incorporate main and supporting ideas in verbal and written communication. **P**
(C) express ideas orally based on research and experiences. **P**
(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies. **P**
(E) use standard grammar, spelling, sentence structure, and punctuation. **P**



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| Sample Lesson Objective | Sample Purposeful Aligned Instruction | Sample Multiple Response Strategies | Sample Demonstration of Learning |
|---|---|--|--|
| 5.4E and 5.24B Students will identify effects of the Civil War including the Reconstruction Amendments. | <ul style="list-style-type: none">Students will use multiple sources to create a presentation that illustrates the Reconstruction efforts of the United States.Students will analyze the Reconstruction Amendments.Students will develop a political cartoon about Reconstruction from the point of view of a freed slave or a Confederate soldier. | <ul style="list-style-type: none">Table Talk<ul style="list-style-type: none">students will summarize the significance of the following topics: The President’s Plan and Congress’s Plan, Reconstruction Governments, the Freedmen’s Bureau, Sharecropping, Carpetbaggers and ScalawagsThink-Pair-Share<ul style="list-style-type: none">students will think about what the amendment says then share with a partner their opinion and finally share out with the class | Given Emancipation Proclamation, students will analyze the impact of Reconstruction as it relates to the three Civil War Amendments. |

| Instructional Considerations | Model Lessons | Instructional Resources | Virtual Support for Teachers |
|---|--|---|---|
| Teacher Notes Reconstruction Era, 1865-1877 Reconstruction: The Second Civil War Possible Interventions Possible Extensions | Civil War & Reconstruction | District Resources Sample Assessment Items Suggested Literature | PD for the Teacher: Organize Your Thinking to Critically Analyze Text Classroom example: After the Civil War: The Road to Reconstruction Reconstruction End of Reconstruction America and the Civil War Reconstruction Period: Goals, Success and Failures Reconstruction Amendments Legacy of the Civil War |

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Settling the Last Frontier

5.4 History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:

(C) identify reasons people moved west.

(G) identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups.

5.6 Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps.

(B) translate geographic data into a variety of formats such as raw data to graphs and maps.

5.12 Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:

(B) evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in the United States.

5.13 Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:

(A) compare how people in different parts of the United States earn a living, past and present.

5.22 Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to:

(A) identify the similarities and differences within and among various racial, ethnic, and religious groups in the United States.

5.24 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents and artifacts to acquire information about the United States. **P**

(B) analyze information by sequencing, categorizing, identifying cause- and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. **P**

(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps. **P**

(D) identify different points of view about an issue, topic, or current event.

(E) identify the historical context of an event. **P**

5.25 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) use social studies terminology correctly. **P**

(B) incorporate main and supporting ideas in verbal and written communication. **P**

(C) express ideas orally based on research and experiences. **P**

(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies. **P**

(E) use standard grammar, spelling, sentence structure, and punctuation. **P**



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| Sample Lesson Objective | Sample Purposeful Aligned Instruction | Sample Multiple Response Strategies | Sample Demonstration of Learning |
|---|--|--|---|
| 5.4G and 5.24B Students will identify challenges, opportunities, and contributions of people from American Indian groups. | <ul style="list-style-type: none">Students will use primary sources to engage in discussions that focus on reasons, motivations and hardships as people moved west.Students will use maps to determine the land and territories that are affected with settling the frontier. | <ul style="list-style-type: none">Table Talk<ul style="list-style-type: none">students will discuss reasons, motivations, challenges and hardships of people moving westward | Given multiple resources, students will identify one challenge, one opportunity and one contribution of the American Indian groups. |

| Instructional Considerations | Model Lessons | Instructional Resources | Virtual Support for Teachers |
|--|---|---|---|
| Teacher Notes Moving West Anticipation Guide Homestead Offers Frontier Illustrations Map Activity-Americans Move West Frontier House Possible Interventions Possible Extensions | To Go or Not to Go The Civil War comes to the Indian Territory | District Resources Sample Assessment Items Suggested Literature | PD for the Teacher: Organize Your Thinking to Critically Analyze Text American Pioneer Classroom example: The Homestead Act of 1862 Chief Joseph and the Nez Perce' War |



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Second Industrial Revolution

5.4 History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:

(F) explain how industry and the mechanization of agriculture changed the American way of life.

5.5 History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:

(A) analyze various issues and events of the 20th century such as industrialization, urbanization, increased use of oil and gas, the Great Depression, the world wars, the civil rights movement, and military actions.

5.9 Geography. The student understands how people adapt to and modify their environment. The student is expected to:

(A) describe how and why people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs.

5.11 Economics. The student understands the development, characteristics, and benefits of the free enterprise system in the United States. The student is expected to:

(B) describe how the free enterprise system works in the United States.

5.12 Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:

(B) evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in the United States.

5.13 Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:

(A) compare how people in different parts of the United States earn a living, past and present.

(B) identify and explain how geographic factors have influenced the location of economic activities in the United States.

(D) describe the impact of mass production, specialization, and division of labor on the economic growth of the United States.

5.23 Science, technology and society. The student understands the impact of science and technology on society in the United States. The student is expected to:

(A) identify the accomplishments of notable individuals in the fields of science and technology, including Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong.

(B) identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program.

(C) explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States.

(D) predict how future scientific discoveries and technological innovations could affect society in the United States.

5.24 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents and artifacts to acquire information about the United States. **P**

(B) analyze information by sequencing, categorizing, identifying cause- and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. **P**

(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps. **P**

(D) identify different points of view about an issue, topic, or current event.

(E) identify the historical context of an event. **P**

5.25 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) use social studies terminology correctly. **P**

(B) incorporate main and supporting ideas in verbal and written communication. **P**

(C) express ideas orally based on research and experiences. **P**



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(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies. **P**

(E) use standard grammar, spelling, sentence structure, and punctuation. **P**

| Sample Lesson Objective | Sample Purposeful Aligned Instruction | Sample Multiple Response Strategies | Sample Demonstration of Learning |
|--|--|---|---|
| 5.23C and 5.24B Students will explain how technological innovations in the field of communication have benefited individuals and society in the United States. | <ul style="list-style-type: none">Students will be using several sources such as visual materials and documents to acquire information about technological innovations.Students will be expressing ideas based on research and experiences about benefits and drawbacks of individuals in the United States that use technological innovations. | <ul style="list-style-type: none">Table Talk<ul style="list-style-type: none">students will discuss inventions that help us todayResponse Card<ul style="list-style-type: none">students will answer questions on a response card as they gain information about technological innovationsThink-Pair-Share<ul style="list-style-type: none">students will analyze documents and think about the answers to guiding inquiries, they will then discuss their answer with a partner and after collaborating, they will share their conclusion with the group | Given a choice of technological innovations, students will explain three reasons how communication has benefited the people and society in the United States. |

| Instructional Considerations | Model Lessons | Instructional Resources | Virtual Support for Teachers |
|--|-------------------------------------|---|--|
| Teacher Notes Teacher Notes- Famous Accomplishments in science and technology What if? Impact of the Railroad Growth and Change Possible Interventions Possible Extensions | Men of Invention DL | District Resources Sample Assessment Items Suggested Literature | PD for the Teacher: Organize Your Thinking to Critically Analyze Text Industrial Revolution and National Politics Classroom example: The Industrial Revolution Andrew Carnegie and the Homestead Strike If I had a Million Dollars |



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| Reflection 4 | | | |
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| LEGEND | |
|---|--|
| What do the following terms mean on this Digital CPG? | Definition / examples of the above terms: |
| Lesson Objective | <p>Characteristics of a good LO:</p> <ul style="list-style-type: none">• answers the question: What are students supposed to learn?• tied to a standard or skill needed to accomplish the standard• follows the mapped curriculum• understandable to parents and students• specific• students can demonstrate that they have learned the objective in one class period |
| Purposeful Aligned Instruction | <p>Purposeful</p> <p>Instructional activities are relevant and challenging</p> <p>Every aspect of the class is tied to learning</p> <p>Time is managed to enhance the learning</p> <p>Alignment</p> <p>Guaranteed and viable curriculum</p> <p>Effective lesson objectives and demonstration of learning (DOL)</p> <p>Instructional activities are aligned to the objective and assessments</p> |
| Multiple Response Strategies | <p>Teachers are encouraged to use multiple response strategies during instruction time. The use of multiple response strategies will enhance the level of student engagement, thus increasing student performance in the classroom. Please refer to the following list for examples:</p> <ul style="list-style-type: none">• Response Card• Whip-Around |

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| | |
|---------------------------|---|
| | <ul style="list-style-type: none">• Modified Whip-Around• Think-Pair-Share• Table Talk• Quick Response• Oral/Choral/Response (not yelling out answer)• Whiteboards• Clicker Systems• SmartBoards |
| Demonstration of Learning | <p>A Demonstration of Learning (DOL) is an activity or product through which a student demonstrates that he/she has learned the lesson objective. DOLs fall into two categories: 1) those that require the student to demonstrate what he/she has learned in one or two class periods within a subject area, and 2) those that assess more complex objectives or assess multiple learning objectives.</p> <p>Characteristics of a good DOL:</p> <ul style="list-style-type: none">• tied directly to the lesson objective and the guaranteed curriculum• can usually be accomplished in five to ten minutes• requires each student to demonstrate what they have learned over the last class period or two in a subject area• varies from day to day• its understandable to students and parents• designed before the lesson is conducted |