

Phase II Report
Social Studies
Fifth Grade
CI program

**Davison Community Schools
ADVISORY CURRICULUM COUNCIL
Phase II , April 1, 2012**

<i>Fifth Grade Social Studies</i>	
Course Essential Questions:	
<ol style="list-style-type: none"> 1. How do the events of the past make us who we are today? 2. What effect did the interaction of European, North American and African cultures have on each other? 3. Why did different colonial regions develop in North America? 4. How did the beliefs of individuals and groups lead to the fight to form an independent nation? 5. How did colonial experience and ideas about government influence the development and organization of the United States? 	
Phase II Curriculum	
Unit: Native Americans	
Essential Questions:	Essential Understanding:
<ul style="list-style-type: none"> • Where did American Indians live before European exploration? • How did American Indians adapt/modify the environment to survive? 	<ul style="list-style-type: none"> • Regions in which Native American groups lived shaped their way of life
Curriculum Standards	
<p>U1.1.1 – Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland).</p> <p>U1.1.2 – Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment.</p> <p>U1.1.3 – Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property and land use.</p>	
Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
<ul style="list-style-type: none"> • The location of each Native American group • The geographic characteristics of each region • Adaption to the environment led each Native American group to have different cultural facets depending on their location 	<ul style="list-style-type: none"> • Map skills • Use maps to locate the regions and people groups – Southwest, Northwest, Eastern Woodlands, Great Plains

<p><u>Academic vocabulary for this unit:</u></p> <ul style="list-style-type: none"> ○ Cardinal Directions ○ Intermediate Directions ○ Equator ○ 5 themes of geography <p><u>Report Card descriptors for this unit:</u></p> <ul style="list-style-type: none"> ● Identifies the people and events associated with the development of our nation. 	
Phase III Textbook/Materials	
Phase IV Summative Assessment Evidence	
Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
Phase V Learning Plan	

Unit: Exploration	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What made European sea exploration possible? • What were the causes and consequences of European exploration of the Americas and Africa? • How were the worlds of America, Africa, and Europe alike and different? 	<p>Essential Understanding:</p> <ul style="list-style-type: none"> • Advancements in technology and political developments made sea exploration possible • European sea exploration changed Europe, western Africa and the Americas
Curriculum Standards	
<p>U1.2.1 Explain the technological (e.g., invention of the astrolabe and improved maps), and political developments, (e.g., rise of nation-states), that made sea exploration possible. (<i>National Geography Standard 1, p. 144, C</i>)</p> <p>U1.3.1 Use maps to locate the major regions of Africa (northern Africa, western Africa, central Africa, eastern Africa, southern Africa). (<i>National Geography Standard 1, p. 144</i>)</p> <p>U1.4.1 Describe the convergence of Europeans, American Indians and Africans in North America after 1492 from the perspective of these three groups. (<i>National Geography Standard 10, p. 162</i>)</p> <p>U1.4.3 Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians. (<i>National Geography Standard 10, p. 162, C, E</i>)</p>	
Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
<ul style="list-style-type: none"> • Technological inventions that allowed for sea exploration, e.g., improved maps, astrolabe • European sea exploration had negative consequences for the people of western Africa and the Americas, e.g., slavery and disease • The motivation and impact of individual European explorers and their sponsors e.g., Columbus, Cortez, Magellan <p><u>Academic vocabulary for this unit:</u></p> <ul style="list-style-type: none"> ○ Pirate ○ Navigation ○ Northwest Passage ○ Circumnavigate ○ Profit ○ Expedition <p><u>Report Card descriptors for this unit:</u></p> <ul style="list-style-type: none"> • Identifies the people and events associated 	<ul style="list-style-type: none"> • Use map skills • Read and label maps of the trade routes to the new world, Asia and western Africa • Explain how technological developments allowed for exploration • Locate the major regions of Africa (north, south, east, west)

<p>with the development of our nation.</p> <ul style="list-style-type: none"> • Describes the impact of early European exploration. 	
Phase III Textbook/Materials	
Phase IV Summative Assessment Evidence	
Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
Phase V Learning Plan	

Unit: English Colonies	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How did the geography of North America affect settlement patterns? • How did cultural differences and similarities between Europeans and American Indians influence their interactions? • How did the institution of slavery affect colonial development and life in the colonies? 	<p>Essential Understanding:</p> <ul style="list-style-type: none"> • Colonists came to the New World for many different reasons • Regions in which colonists lived shaped their way of life • American core democratic values begin to develop • The relationships between colonists and Native Americans varied • Enslaved Africans became essential to the economic success of some colonies
Curriculum Standards	
<p>U2.1.1 Describe significant developments in the Southern colonies, including</p> <ul style="list-style-type: none"> • patterns of settlement and control including the impact of geography (landforms and climate) on settlement (<i>National Geography Standard 12, p. 167</i>) • establishment of Jamestown (<i>National Geography Standard 4, p. 150</i>) • development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia) (<i>National Geography Standard 11, p. 164</i>) • relationships with American Indians (e.g., Powhatan) (<i>National Geography Standard 10, p. 162</i>) • development of slavery <p>U2.1.2 Describe significant developments in the New England colonies, including</p> <ul style="list-style-type: none"> • relations with American Indians (e.g., Pequot/King Phillip’s War) (<i>National Geography Standard 10, p. 162</i>) • growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies (<i>National Geography Standard 15, p. 173</i>) <p>U2.1.3 Describe significant developments in the Middle Colonies, including</p> <ul style="list-style-type: none"> • the growth of Middle Colonies economies (e.g., breadbasket) (<i>National Geography Standard 7, p. 156</i>) <p>U2.2 European Slave Trade and Slavery in Colonial America</p> <p>U2.2.2 Describe the life of enslaved Africans and free Africans in the American colonies.</p> <p>U2.2.3 Describe how Africans living in North America drew upon their African past (e.g., sense of family, role of oral tradition) and adapted elements of new cultures to develop a distinct African American culture.</p> <p>U2.3 Life in Colonial America</p> <p>U2.3.1 Locate the New England, Middle, and Southern colonies on a map. (<i>National Geography Standard 3 p. 148</i>)</p> <p>U2.3.2 Describe the daily life of people living in the New England, Middle, and Southern colonies. (<i>National Geography Standards 14 and 15; pp. 171 and 173</i>)</p> <p>U2.3.4 Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants). (E)</p>	

Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
<ul style="list-style-type: none"> • Reasons why colonists came to the New World, e.g., gold, religious freedom, land, chance for a new start • New England, Middle and Southern colonies: <ul style="list-style-type: none"> ○ Location ○ geographic features ○ economics ○ family life ○ relationship with Native Americans ○ views of and need for slave labor • The life of enslaved and free Africans in the American colonies, e.g., drawing upon their past and adapting to their new environment <p><u>Academic vocabulary for this unit:</u></p> <ul style="list-style-type: none"> ○ Colony ○ Diversity ○ Export ○ Import ○ Settlement ○ Slavery <p><u>Report Card descriptors for this unit:</u></p> <ul style="list-style-type: none"> • Identifies the people and events associated with the development of our nation. • Understands the causes of the American Revolution. 	<ul style="list-style-type: none"> • Use maps to locate colonies • Explain reasons why colonists came to the New World • Describe the colonial regions, including: <ul style="list-style-type: none"> ○ Location ○ geographic features ○ economics ○ family life ○ relationship with Native Americans ○ views of and need for slave labor • Compare the lives of enslaved Africans to free Africans in the American colonies. • Describe colonial life based on the perspective of different people living in a colony
Phase III Textbook/Materials	
Phase IV Summative Assessment Evidence	
Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)

Phase V Learning Plan

Unit: American Revolution

Essential Questions:

- How did issues and ideas affect the relationship between Great Britain and the colonies?
- How and why did people in different colonial regions unite against Great Britain?
- How did individuals or groups influence the course of the war?

Essential Understanding:

- The colonists were dissatisfied with British rule
- The American Revolution was a war
- The American Revolution's success was based on the ideas, actions and efforts of individuals and groups
- The thirteen English colonies became The United States of American

Curriculum Standards

U3.1.1 Describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy. (*National Geography Standard 13 p. 169 C, E*)

U3.1.2 Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.

U3.1.5 Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so. (C)

U3.1.6 Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.

U3.2.2 Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution.

U3.2.3 Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war.

Knowledge/Content

Students will know about....

- Colonist were unhappy with British rule because:
- French and Indian War- fought over the Ohio River Valley
 - Stamp Act - British needed more money to pay war debts
 - The Townshend Acts
 - Boston Massacre
 - Taxation without representation

Colonist response to British policy:

Skills/Processes

Students will be able to.....

- Describe the role of the French and Indian War and how the British policy toward colonies in America changed after 1763
- Explain colonists growing dissatisfaction with British rule and how it led to the beginning of the American Revolution
- Understand the importance of the Declaration of Independence

<ul style="list-style-type: none"> • Stamp Act Congress • Boston Tea Party • Declaration of Independence <p>Revolutionary War:</p> <ul style="list-style-type: none"> • Key Battles of the war: <ul style="list-style-type: none"> ○ Lexington and Concord – shot heard around the world ○ Bunker Hill – Patriots proved they could fight well ○ Valley Forge – renewed military readiness ○ Battle of Saratoga – turning point of war – French joined the American cause ○ Battle of Yorktown – British surrendered • Key Individuals and the roles they played: <ul style="list-style-type: none"> ○ George Washington – commanded the Continental Army ○ Thomas Jefferson – wrote the Declaration of Independence ○ Benjamin Franklin – persuaded the French to aid the American revolutionaries <p>Academic vocabulary for this unit:</p> <ul style="list-style-type: none"> ○ Parliament ○ Liberty ○ Declaration of Independence ○ Taxation ○ Revolution <p><u>Report Card descriptors for this unit:</u></p> <ul style="list-style-type: none"> • Identifies the people and events associated with the development of our nation. • Understands the causes of the American Revolution. 	<ul style="list-style-type: none"> • Use a graphic organizer and or timeline to sequence events leading up to and including the American Revolution • Identify and describe the role of key individuals during this time period
Phase III Textbook/Materials	
Phase IV Summative Assessment Evidence	
Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
Phase V Learning Plan	

--

Unit: Government	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why was the Constitution written? • Why did the Framers want to limit the power of government? • Why do we have a Bill of Rights in the Constitution? • How are core democratic ideals represented in the Constitution? 	<p>Essential Understanding:</p> <ul style="list-style-type: none"> • The first form of government was created by the Articles of Confederation and it was inadequate • The structure of the United States Constitution evolves to meet the needs of the people
Curriculum Standards	
<p>U3.3.2 Give examples of problems the country faced under the Articles of Confederation (e.g., lack of national army, competing currencies, reliance on state governments for money). (<i>National Geography Standard 13, p. 169, C</i>)</p> <p>U3.3.3 Explain why the Constitutional Convention was convened and why the Constitution was written. (C)</p> <p>U3.3.5 Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights). (C)</p> <p>U3.3.8 Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution</p>	
Knowledge/Content	Skills/Processes
<p>Students will know about....</p> <ul style="list-style-type: none"> • Articles of Confederation: <ul style="list-style-type: none"> ○ Powers of the national and state governments ○ Strengths – treaties with countries, formed new territories, print and borrow money, limited power of central government ○ Weaknesses – lack of national army, competing currencies, reliance on state governments for money, could not tax, could not regulate trade between states or countries • Constitution: <ul style="list-style-type: none"> ○ Constitutional convention called to correct the problems of the Articles of Confederation ○ Decision to create a new document led to the writing of the Constitution which strengthened the US government and limited the powers of the states • Bill of Rights: 	<p>Students will be able to.....</p> <ul style="list-style-type: none"> • Explain why Framers wanted to limit the power of government • Explain the importance of the Bill of Rights and why it was promised to be included in the Constitution before it could be ratified • Describe the rights of individual found in the first four amendments

- Necessary for the ratification of the Constitution
- First ten amendments of the Constitution
- Created to protect individual rights and limit the power of federal government
- Reflect core democratic values

Academic vocabulary for this unit:

- Constitution
- Amendment
- Framers/Founding Fathers
- Bill of Rights

Report Card descriptors for this unit:

- Understand the causes of the American Revolution.
- Understand the development and organization of our government.

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:

Agreed Upon Interim Summative Assessments: (*identifies Performance Task)

Phase V Learning Plan