

Grade: 5

Subject: Social Studies

**Unit 1**  
**Map Skills/Geography**

<b>Essential Question #1</b>	<b>How can places be located on a map or globe?</b>
<b>Essential Question #2</b>	<b>What are the purposes of various types of maps?</b>
<b>Essential Question #3</b>	<b>What are the geographic regions of the United States?</b>
<b>Essential Question #4</b>	<b>In what ways does geography influence daily life?</b>
<b>Essential Question #5</b>	

Grade: 5

Subject: Social Studies

Unit: 1 - Geography

**Essential Question # 1**

How can places be located on a map or globe?

		CT LEVEL
Objective/Skill #1	Identify cardinal/ intermediate directions	K, C
Objective/Skill #2	Use a compass rose	K, C, A
Objective/Skill #3	Use scale of miles	K, C, A
Objective/Skill #4	Locate continents and oceans	K, C, A
Objective/Skill #5		

**Activities that you may opt to use with objectives/skills being taught above**

- Students will label maps with the cardinal and intermediate directions
- Students will locate the seven continents and four oceans on a map

Grade: 5

Subject: Social Studies

Unit: 1 - Geography

**Essential Question # 2**

**What are the purposes of various types of maps?**

		CT LEVEL
Objective/Skill #1	Identify the various types of maps: political, physical, relief, elevation, road and historical	K, C
Objective/Skill #2	Understand the use of each type of maps	K, C, A
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

**Activities that you may opt to use with objectives/skills being taught above**

- Students will identify various types of maps
- Students will use different types of maps to locate specific information

Grade: 5

Subject: Social Studies

Unit: 1 - Geography

**Essential Question # 3**

**What are the geographic regions of the United States?**

		CT LEVEL
Objective/Skill #1	Locate the five geographic regions of the United States.	K, C
Objective/Skill #2	Describe the physical features of the five regions of the United States.	K, C
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

**Activities that you may opt to use with objectives/skills being taught above**

- Students will label the five geographic regions of the United States on a map.
- Students will complete a chart comparing the five geographic regions of the United States.

Grade: 5

Subject: Social Studies

Unit: 1 - Geography

Essential Question # 3

What are the geographic regions of the United States?

		CT LEVEL
Objective/Skill #1	Locate the five geographic regions of the United States.	K, C
Objective/Skill #2	Describe the physical features of the five regions of the United States.	K, C
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

**Activities that you may opt to use with objectives/skills being taught above**

- Students will label the five geographic regions of the United States on a map.
- Students will complete a chart comparing the five geographic regions of the United States.

Grade: 5

Subject: Social Studies

**Unit 2**  
**Colonization and Conflict**

<b>Essential Question #1</b>	Where did the English establish the first thirteen colonies?
<b>Essential Question #2</b>	What was life like in the thirteen English colonies?
<b>Essential Question #3</b>	Who struggled for control of North America?
<b>Essential Question #4</b>	
<b>Essential Question #5</b>	

Grade: 5

Subject: Social Studies

Unit: 2- Colonization and Conflict

Essential Question # 1

Where did the English establish the first thirteen colonies?

		CT LEVEL
Objective/Skill #1	Identify people/groups responsible for establishing settlements in the New England, Middle, and Southern Colonies	K, C
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Students will read about the establishment of settlements in the New England, Middle, and Southern Colonies.
- Students will match lists of people/groups with the settlements they started.

Grade: 5

Subject: Social Studies

Unit: 2- Colonization and Conflict

**Essential Question # 2**

What was life like in the thirteen English colonies?

		CT LEVEL
Objective/Skill #1	Evaluate the geographical advantages of the New England, Middle, and Southern Colonies.	K, C, A, A, S, E
Objective/Skill #2	Compare the New England, Middle, and Southern Colonies in terms of diversity and religious tolerance.	K, C, A, A
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

**Activities that you may opt to use with objectives/skills being taught above**

- Students will make a comparison chart detailing the reasons for settling in the New England, Middle, and Southern Colonies.
- Students will share with a partner the reasons people settled in the New England, Middle, and Southern Colonies.



Grade: 5

Subject: Social Studies

Unit: 2- Colonization and Conflict

**Essential Question # 3**

**Who struggled for control of North America?**

		CT LEVEL
Objective/Skill #1	Identify the contributions of the Spanish and the French in the settling of North America.	K, C
Objective/Skill #2	Analyze the causes and results of the French and Indian War.	K, C, A, A, E
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

**Activities that you may opt to use with objectives/skills being taught above**

- Students will label a map to show the location of French and Spanish settlements in North America.
- Students will write a letter to a relative from the point of view of a British colonist in 1754, explaining how the French and Indian War is affecting their lives.

Grade: 5

Subject: Social Studies

**Unit 3**  
**Independence and New Government**

Essential Question #1	What led the colonies to rebel against Great Britain?
Essential Question #2	What were the significant events of the American Revolution?
Essential Question #3	How did the colonists establish a new government?
Essential Question #4	
Essential Question #5	

Grade: 5

Subject: Social Studies

Essential Question # 2

What were the significant events of the American Revolution?

Unit: 3-Independence and New Government

		CT LEVEL
Objective/Skill #1	Analyze major battles of the American Revolution	K,C, A,A, E
Objective/Skill #2	Become familiar with the Declaration of Independence	K,C
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

**Activities that you may opt to use with objectives/skills being taught above**

- Students will make a map denoting the major battles of the American Revolution.
- Students will summarize the main parts of the Declaration of Independence.

Grade: 5

Subject: Social Studies

Essential Question # 3

How did the colonists establish a new government?

Unit: 3-Independence and New Government

		CT LEVEL
Objective/Skill #1	Analyze the successes and setbacks experienced by the colonial leaders in the formation of their new government	K,C, A,A, E
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

**Activities that you may opt to use with objectives/skills being taught above**

- Students demonstrate an understanding of the Virginia Plan and the Great Compromise by completing a DBQ.
- Students will create a diagram portraying the system of checks and balances.

Grade: 5

Subject: Social Studies

**Unit 4**  
**Expansion and Change**

<b>Essential Question #1</b>	<b>How did the War of 1812 strengthen the United States as a nation?</b>
<b>Essential Question #2</b>	<b>How did the Industrial Revolution affect the economy and growth of the United States?</b>
<b>Essential Question #3</b>	
<b>Essential Question #4</b>	
<b>Essential Question #5</b>	

Grade: 5

Subject: Social Studies

Unit: 4- Expansion and Change

Essential Question # 1

How did the War of 1812 strengthen the United States as a nation?

		CT LEVEL
Objective/Skill #1	Explain the background and significance of the Louisiana Purchase.	K, C, A, A, E
Objective/Skill #2	Analyze the causes of the War of 1812 and explain why it increased the confidence of the people of the United States.	K,C, A,A, E
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Students will write a newspaper article explaining the Louisiana Purchase.
- Students will write a speech as if they are a member of Congress in 1811 explaining their point of view about going to war with Great Britain.

Grade: 5

Subject: Social Studies

Unit: 4- Expansion and Change

Essential Question # 2

How did the Industrial Revolution affect the economy and growth of the United States?

		CT LEVEL
Objective/Skill #1	Compare the ways of making a living in the northern states and southern states.	K, C, A, A, E
Objective/Skill #2	Explain changes in transportation during the 1800's.	K,C, A,A, E
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Students will complete a Venn diagram comparing the economy of the northern and southern states.
- Students will work in cooperative groups to explain changes in various forms of transportation in the 1800's.

Grade: 5

Subject: Social Studies

**Unit 5**  
**Slavery and Emancipation**

Essential Question #1	What was the impact of slavery on the South and the North?
Essential Question #2	How did the issue of slavery impact Women's Rights?
Essential Question #3	What were the significant events of the Civil War and Reconstruction?
Essential Question #4	
Essential Question #5	



Grade: 5

Subject: Social Studies

Unit: 5-Slavery and Emancipation

Essential Question # 1

What was the impact of slavery on the South and North?

		CT LEVEL
Objective/Skill #1	Understand the major differences between the North and the South in the 1850's.	K,C, A,A, E
Objective/Skill #2	Analyze the reasons that the Southern states seceded.	K, C, A, A, E
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Students will complete a chart comparing and contrasting the Northern and Southern economies and the ways in which African Americans were treated in each region.
- Students will write a letter from the point of view of a person in the South to a relative in the North explaining why they feel it is necessary for the Southern states to withdraw from the United States.

Grade: 5

Subject: Social Studies

Unit: 5-Slavery and Emancipation

Essential Question # 2

How did the issue of slavery impact Women's Rights?

		CT LEVEL
Objective/Skill #1	Explain how the movement for women's rights began.	K, C, A, A, E
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Students will visit Seneca Falls and part take in the activities that are at the historical site

Grade: 5

Subject: Social Studies

Unit: 5- Slavery and Emancipation

Essential Question # 3

What were the significant events of the Civil War and Reconstruction?

		CT LEVEL
Objective/Skill #1	Recognize major events and battles that took place during this time period.	K, C
Objective/Skill #2	Compare and contrast the effects of the war and reconstruction on the North and the South.	K, C, A, A, E
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Students will create a time line to note important events of the Civil War and its aftermath and the order in which they took place.
- Complete a DBQ to compare and contrast the effects of the war and reconstruction on the North and the South.

Grade: 5

Subject: Social Studies

**Unit 6**  
**Immigration and Industry**

Essential Question #1	How did the building of the transcontinental railroad impact the growth of the United States?
Essential Question #2	What were the challenges faced by immigrants coming to the United States in the late 1800's?
Essential Question #3	
Essential Question #4	
Essential Question #5	

Grade: 5

Subject: Social Studies

Unit: 6- Immigration and Industry

Essential Question # 1

How did the building of the transcontinental railroad impact the growth of the United States?

		CT LEVEL
Objective/Skill #1	Evaluate the effect of the transcontinental railroad on the west.	K, C, A, A, E
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Students will use a map of the United States to identify the landforms that the transcontinental railroad crossed.
- Students will write and perform a skit based upon the ceremony at Promontory Point, Utah.

Grade: 5

Subject: Social Studies

Unit: 6- Immigration and Industry

Essential Question # 2

What were the challenges faced by immigrants coming to the United States in the late 1800's?

		CT LEVEL
Objective/Skill #1	Understand what the process was for entering the United States.	K, C
Objective/Skill #2	Describe the difficulties faced by immigrants in regards to working and living conditions.	K, C, A, A
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Students will role-play how the immigration process worked at Ellis Island and Angel Island.
- Students will write at least five entries in a journal describing their journey to America and life as an immigrant.

Grade: 5

Subject: Social Studies

## Unit 7

# Hopes for Peace and Prosperity

Essential Question #1	What was the role of the United States in World Wars I and II?
Essential Question #2	How did life in the United States change during the second half of the 20 <sup>th</sup> century?
Essential Question #3	
Essential Question #4	
Essential Question #5	

Grade: 5

Subject: Social Studies

Unit: 7 Hopes for Peace and Prosperity

**Essential Question # 1**

**What was the role of the United States in World Wars I and II?**

		CT LEVEL
Objective/Skill #1	Explain why the United States entered each of the world wars.	K, C, A,A, E
Objective/Skill #2	Identify the effects of the wars in the United States and around the world.	K, C, A, A, E
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

- **Activities that you may opt to use with objectives/skills being taught above**
- **Students will make a cause and effect chart for the reasons and results of the world wars.**
- **Students will read and evaluate newspaper articles about the bombing of Pearl Harbor.**



Grade: 5

**Essential Question # 2**  
How did life in the United States change during the second half of the twentieth century?

Subject: Social Studies

Unit: 7- Hopes for Peace and Prosperity

		CT LEVEL
Objective/Skill #1	Describe the growth and achievements of the civil rights movement.	K, C, A, A, E
Objective/Skill #2	Analyze the causes and effects of the war in Vietnam.	K,C, A,A, E
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

**Activities that you may opt to use with objectives/skills being taught above**

- Students will write reports on significant people and events in the civil rights movement.
- Students will interview people with connections to the war in Vietnam and share their information.

Grade: 5

Subject: Social Studies

**Unit 8**  
**Economics**

Essential Question #1	What are the types of economic systems?
Essential Question #2	What are the basic principles of economics?
Essential Question #3	How do the basic principles of economics affect daily life?
Essential Question #4	
Essential Question #5	

Grade: 5

Subject: Social Studies

Unit: 8- Economics

**Essential Question # 1**  
**What are the types of economic systems?**

Objective/Skill #1	Compare the basic types of economic systems.	CT LEVEL K, C, A, A, E
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

**Activities that you may opt to use with objectives/skills being taught above**

- Students will complete a chart showing the features of the various economic systems.

Grade: 5

Subject: Social Studies

Unit: 8- Economics

**Essential Question # 2**

What are the basic principles of economics?

		CT LEVEL
Objective/Skill #1	Explain the basic principles of economics.	K, C
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

**Activities that you may opt to use with objectives/skills being taught above**

- Students will demonstrate an understanding of basic economic principles by participating in a classroom business activity incorporating supply and demand, opportunity costs, etc.

Grade: 5

Subject: Social Studies

Unit: 8- Economics

**Essential Question # 3**  
How do the basic principles of economics affect daily life?

		CT LEVEL
Objective/Skill #1	Give examples of basic economic principles found in the school, the town, the state, the country, and the world.	K, C
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

**Activities that you may opt to use with objectives/skills being taught above**

- Students will use newspapers to locate data showing basic economic principles.

Grade: 5

Subject: Social Studies

## Unit 9

*Canada and Latin America*

Essential Question #1	What are the ways that Canada and the United States are alike and different?
Essential Question #2	What are the ways that Latin America and the United States are alike and different?
Essential Question #3	
Essential Question #4	
Essential Question #5	

Grade: 5

**Essential Question # 1**  
**What are ways that Canada and the United States are alike and different?**

Subject: Social Studies

Unit: 9- Canada and Latin America

		CT LEVEL
Objective/Skill #1	Describe the geography, cultural heritage, economy, and resources of Canada.	K, C
Objective/Skill #2	Compare the similarities and differences of the above with those of the United States.	K, C, A,A
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

**Activities that you may opt to use with objectives/skills being taught above**

- Students will complete a chart showing the geography, cultural heritage, economy, and resources of Canada.
- Students will compare and contrast the information on the above chart with what they know about the United States.

Grade: 5

Subject: Social Studies

Unit: 9- Canada and Latin America

**Essential Question # 2**  
**What are ways that Latin America and the United States are alike and different?**

		CT LEVEL
Objective/Skill #1	Describe the geography, cultural heritage, economy, and resources of the countries of Latin America.	K, C
Objective/Skill #2	Compare the similarities and differences of the above with those of the United States.	K, C, A, A,
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

**Activities that you may opt to use with objectives/skills being taught above**

- Students will complete a chart showing the geography, cultural heritage, economy, and resources of the countries of Latin America.
- Students will compare and contrast the information on the above chart with what they know about the United States.