# Fifth Grade Social Studies Curriculum Map

Note: The following timeline and sequence is meant to be a guide only and is subject to change.

(Revised 2008-09 school year)



| Grade Level Content Expectations | 1st Trimester | | | 2nd Trimester | | | 3rd Trimester | | | Ongoing |
|---|---|---|---|---|---|---|---|---|---|---|
| | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | |
| 5 – P4.2.2 Participate in projects to help or inform others. | | | | | | | | | | X |
| 5 – 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). (National Geography Standard 1, p. 144) | X | X | X | | | | | | | |
| 5 – U1.1.2 Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment. (National Geography Standard 14, p. 171) | | | X | X | | | | | | |
| 5 – U1.1.3 Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use. (National Geography Standard 11, p. 164, C, E) | | | X | X | | | | | | |
| 5 – 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. (National Geography Standard 1, p. 144, C) | | | | X | X | | | | | |
| 5 – U1.2.2 Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious). (National Geography Standard 13, p. 169, C, E) | | | | | X | | | | | |
| 5 – U1.3.1 Use maps to locate the major regions of Africa (northern Africa, western Africa, central Africa, eastern Africa, southern Africa). (National Geography Standard 1, p. 144) | | | | X | | | | | | |
| 5 – U1.3.2 Describe the life and cultural development of people living in western Africa before the 16th century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade. (National Geography Standard 10, p. 162) | | | | X | | | | | | |
| 5 – U1.4.1 Describe the convergence of Europeans, American Indians and Africans in North America after 1492 from the perspective of these three groups. (National Geography Standard 10, p. 162) | | | | | X | | | | | |
| 5 – U1.4.2 Use primary and secondary sources (e.g., letters, diaries, maps, documents, narratives, pictures, graphic data) to compare Europeans and American Indians who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use. (National Geography Standard 12, p. 167, C, E) | | | | | X | | | | | |
| 5 – 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. (National Geography Standard 10, p. 162, C, E) | | | | | X | | | | | |
| 5 – U1.4.4 Describe the Columbian Exchange and its impact on Europeans, American Indians, and Africans. (National Geography Standard 11, p. 164, E) | | | | | X | | | | | |

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| 5 – U2.1.1 Describe significant developments in the Southern colonies, including • patterns of settlement and control including the impact of geography (landforms and climate) on settlement (National Geography Standard 12, p. 167) • establishment of Jamestown (National Geography Standard 4, p. 150) • development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia) (National Geography Standard 11, p. 164) • relationships with American Indians (e.g., Powhatan) (National Geography Standard 10, p. 162) • development of colonial representative assemblies (House of Burgesses) (National Geography Standard 5, p. 152) • development of slavery | | | | | | | | X | | | | | | | | | | |
| 5 – U2.1.2 Describe significant developments in the New England colonies, including • patterns of settlement and control including the impact of geography (landforms and climate) on settlement (National Geography Standard 12, p. 167) • relations with American Indians (e.g., Pequot/King Phillip's War) (National Geography Standard 10, p. 162) • growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies (National Geography Standard 15, p. 173) • the development of government including establishment of town meetings, development of colonial legislatures and growth of royal government (National Geography Standard 13, p. 169) • religious tensions in Massachusetts that led to the establishment of other colonies in New England (National Geography Standard 13, p. 169 C, E) | | | | | | | | X | | | | | | | | | | |
| 5 – U2.1.3 Describe significant developments in the Middle Colonies, including • patterns of settlement and control including the impact of geography (landforms and climate) on settlement (National Geography Standard 12, p. 167) • the growth of Middle Colonies economies (e.g., breadbasket) (National Geography Standard 7, p. 156) • The Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle Colonies • immigration patterns leading to ethnic diversity in the Middle Colonies (National Geography Standard 10, p. 162, C, E) | | | | | | | | X | | | | | | | | | | |
| 5 – U2.1.4 Compare the regional settlement patterns of the Southern colonies, New England, and the Middle Colonies. (National Geography Standard 12, p. 167) | | | | | | | | X | | | | | | | | | | |
| 5 – U2.2.1 Describe Triangular Trade including • the trade routes • the people and goods that were traded • the Middle Passage • its impact on life in Africa (National Geography Standards 9, and 11; pp. 160 and 164 E) | | | | | | | | | X | | | | | | | | | |
| 5 – U2.2.2 Describe the life of enslaved Africans and free Africans in the American colonies. (National Geography Standard 5, p. 152) | | | | | | | | | X | | | | | | | | | |
| 5 – 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. (National Geography Standard 10, p. 162) | | | | | | | | | X | | | | | | | | | |
| 5 – U2.3.1 Locate the New England, Middle, and Southern colonies on a map. (National Geography Standard 3 p. 148) | | | | | | | | | | X | | | | | | | | |
| 5 – U2.3.2 Describe the daily life of people living in the New England, Middle, and Southern colonies. (National Geography Standards 14 and 15; pp. 171 and 173) | | | | | | | | | | X | | | | | | | | |
| 5 – U2.3.3 Describe colonial life in America from the perspectives of at least three different groups of people (e.g., wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians). (National Geography Standard 6, p. 154) | | | | | | | | | | X | | | | | | | | |

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| 5 – U2.3.4 Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants). (E) | | | | | | | | | | | X | | | | | | | |
| 5 – U2.3.5 Make generalizations about the reasons for regional differences in colonial America. (National Geography Standard 6, p. 154) | | | | | | | | | | | X | | | | | | | |
| 5 – 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) | | | | | | | | | | | X | | | | | | | |
| 5 – 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. | | | | | | | | | | | X | | | | | | | |
| 5 – U3.1.3 Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British and colonial views on authority and the use of power without authority differed (views on representative government). | | | | | | | | | | | X | X | | | | | | |
| 5 – U3.1.4 Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation). (C) | | | | | | | | | | | | X | | | | | | |
| 5 – 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) | | | | | | | | | | | | X | | | | | | |
| 5 – 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. | | | | | | | | | | | | X | | | | | | |
| 5 – U3.1.7 Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence. (C) | | | | | | | | | | | | X | | | | | | |
| 5 – U3.1.8 Identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken. | | | | | | | | | | | | X | | | | | | |
| 5 – U3.2.1 Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives. (National Geography Standard 4, p. 150, E) | | | | | | | | | | | | | X | | | | | |
| 5 – U3.2.2 Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution. | | | | | | | | | | | | | X | | | | | |
| 5 – U3.2.3 Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war. | | | | | | | | | | | | | | X | | | | |
| 5 – U3.2.4 Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries). (National Geography Standard 13, p. 169, C) | | | | | | | | | | | | | | X | | | | |
| 5 – U3.3.1 Describe the powers of the national government and state governments under the Articles of Confederation. (C) | | | | | | | | | | | | | | | X | | | |
| 5 – P3.1.1 Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions. | | | | | | | | | | | | | | | X | X | X | X |

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| 5 – 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). (National Geography Standard 13, p. 169, C) | | | | | | | | | | | | | | | | X | | | |
| 5 – U3.3.3 Explain why the Constitutional Convention was convened and why the Constitution was written. (C) | | | | | | | | | | | | | | | | X | | | |
| 5 – U3.3.4 Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution (Great Compromise, Three- Fifths Compromise). (National Geography Standard 9, p. 160, C) | | | | | | | | | | | | | | | | X | | | |
| 5 – P3.1.2 Use graphic data and other sources to analyze information about a contemporary public issue related to the United States Constitution and evaluate alternative resolutions. | | | | | | | | | | | | | | | | X | X | X | |
| 5 – P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States. | | | | | | | | | | | | | | | | X | X | X | |
| 5 – P3.3.1 Compose a short essay expressing a position on a contemporary public policy issue related to the Constitution and justify the position with a reasoned argument. | | | | | | | | | | | | | | | | X | X | X | |
| 5 – 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) | | | | | | | | | | | | | | | | | X | | |
| 5 – U3.3.6 Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (e.g., enumerated and reserved powers). (C) | | | | | | | | | | | | | | | | | X | | |
| 5 – U3.3.7 Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification. (C) | | | | | | | | | | | | | | | | | X | | |
| 5 – U3.3.8 Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution. | | | | | | | | | | | | | | | | | | X | |
| 5 – P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue. | | | | | | | | | | | | | | | | | | X | |