

UNION CITY SCHOOLS CURRICULUM MAPPING

COURSE: Social Studies

GRADE LEVEL: Five

UNIT ID	September	October	November	December	January
Big Understandings/ Essential Questions	-Expanse of time and space: In what ways can we understand the concepts of time & space? -How archeologists have discovered artifacts: How do the discoveries of archeologists benefit our lives today? -Appreciation for culture and accomplishments: Why is it important to understand and honor different cultures?	-Europeans had to destroy a culture that was already in place: Why is it important to preserve, rather than destroy, artifacts and cultural beliefs/ways. -How does drive for power affect risk-taking: Why is power so important? -How does the drive for power affect decisions and actions?	-What did it take to survive in the new world? -Why was this pursuit of religious freedom so important?	-(The structure and importance?)Early government -Why do you need an organized government? -What were the values, beliefs, and economics of the time?	-How do the principles of economics affect our lives?
CONTENT AND BENCHMARKS	-Five themes of Geography -The first Americans -Timelines 1.2; II.3.2	-Exploration and Discovery -Voyages of Columbus -Explorers -European land claims -End of Indian Civilization	-Colonization -Settlement, geography, economy and daily life of 13 colonies	-Colonial Development -Events leading to the rebellion of the colonies -Development of self-government	-Economics Unit -Junior Achievement
SKILLS DEVELOPED	-Examining text features -Read, interpret, use and create maps -Compare/Contrast -Develop timeline	-Continue timeline -Identify and discuss cause and effect -Locate routes -Discuss various viewpoints	-Strand II: locate and describe how colonies differed. -Create maps, charts, timelines -Compose essay	-Cause and effect -Summarize and sequence -Identify and explain economic factors -Persuasive writing	-Understand and explain the 8 economic principals -Identify the principals in scenarios
ASSESSMENT	-Compare lives of first Americans with Egyptians What evidence do we have that their lives were similar> -Compare life among different tribes: What variables drove the differences in the tribes or How were the tribes different and why? -Create a timeline to explain time and space. (Use life and time of Jesus Christ as a point of comparison to explain expanse of time and space)	-Compare risks of travel today with risk back then: VINN Diagram -Write narratives comparing various viewpoints of conquistador -Take a stand: If you had to be a part of one of the colonies, which would you choose? -Explain the importance of exploration. -How authentic is our interpretation of the 1 st Thanksgiving?	-Take a stand: The struggle for religious freedom is more important than the struggle for power. (Use what you learned about struggle for power in the last unit to defend your statements.) -Explain why people fight so hard against others who do not believe as they do. Give at least 3 examples where this has happened, including conflict that you know about in your lifetime. -Create a chart or graph to describe how the colonies compared with each other.	?	-Demonstrate how we pay for goods and services. -How do the economic principles affect our lives?

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UNIT ID	February	March	April	May	
BIG UNDERSTANDINGS	<ul style="list-style-type: none"> -Why were the colonists becoming angry? -What was happening with their allegiance to England? -How was religious freedom defined by different people? -When do you have the right to express an unpopular opinion? 	<ul style="list-style-type: none"> -What motivated the colonists to take the risks they took? -How did the hardships of travel and limited communication affect the outcome of war? 	<ul style="list-style-type: none"> -How does the Constitution and Bill of Rights tie us to our original goals? -Why have amendments to Constitution come about? 	<ul style="list-style-type: none"> -What motivated the early Americans to migrate West? -Why were the Indians considered savages? -What happened to the Native Americans and their culture? 	
CONTENT AND BENCHMARKS	<ul style="list-style-type: none"> -Early conflicts among the colonists -Core Democratic Values 	<ul style="list-style-type: none"> -The American Revolution -The process of writing the Constitution -The short and long-term effects of the Declaration of Independence 	<ul style="list-style-type: none"> -Early U. S. Government -The framework of the Constitution 	<ul style="list-style-type: none"> -Expansion -Lewis and Clark 	
SKILLS DEVELOPED	<ul style="list-style-type: none"> -Understand Conflict/Cooperation -Chronology of events 	<ul style="list-style-type: none"> -Compare/Contrast -Interpret documents -Discuss and debate -Organize timelines and chronology 	<ul style="list-style-type: none"> -Using primary sources -Interpret and explain -Describe and explain -Assume various points of view 	<ul style="list-style-type: none"> -Evaluate -Discuss, describe and debate -Explain rationale -Research and compare 	
ASSESSMENT	<ul style="list-style-type: none"> -Explain the significance of “The Trial of Peter Zinger” 	<ul style="list-style-type: none"> -Define the characteristics of one of the heroes of the war; exchange papers and compare/contrast with your hero -Describe the cause and long term affect of one of the battles 	<ul style="list-style-type: none"> -Write an essay explaining the Bill of Rights from the Indians’ point of view. 	<ul style="list-style-type: none"> -Describe how life changed from 1492 until... -Compare Hitler’s slaughter of thousands of Jews or Hussein’s slaughter of thousands of Shiites with the containment and mass murder of American Indians. 	