

**Fayette County Schools
Curriculum Map
Social Studies
Unit 1: First Americans**

Grade Level: 5

Grading Period: 1st Six Weeks

Enduring understanding: America was created by the combined efforts of many people searching for freedoms which we today feel are basic human rights for all.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21st Century Resources
American Geography	I can interpret and draw conclusions from maps.	5.4.01 5.4.02 5.4.03 5.4.04 5.4.05 5.4.06	How can I use the map legend to compare and contrast and explain various map locations?	Appalachians Rocky Mountains Great Plains Great Lakes Mississippi River Port Cities	Journal writing Benchmarks Formative assessment	Use Google Earth and line maps to explore and locate areas studied. Construct story boards on famous Americans using MovieMaker, PowerPoint, or traditional foldables.
Native Americans	I can compare and contrast how native Americans and Europeans lived.	5.5.06 5.5.08	How did Native American and Europeans differ in their settlements, governments, and lifestyles?	Tribes Native Origins	Focused feedback Conferences	Search for and perform classroom play on revolutionary era.
Colonies	I can differentiate between the New England, Middle and Southern Colonies.	5.5.02	How did society differ between the three colonial regions?	English Colonies New England Middle Southern Mayflower Compact VA House of Burgesses Parliament	Journal writing Portfolio work Completed projects	Build a model of a colony, or plantation, or colonial era ship. Create an illustrated timeline of battles,

Revolution	<p>I can prioritize and defend the reasons for American patriots to lead the nation to independence.</p> <p>I can create a timeline reflecting key events leading through the Revolutionary Period.</p>	5.5.01 5.5.02 5.5.03 5.5.04 5.5.05 5.5.06 5.5.07	<p>Can you describe and defend why American Patriots led us to independence?</p> <p>How would you prioritize our rights in the order of what you feel is most important?</p>	French and Indian War Taxation without Representation Acts of Parliament George Washington Tom Paine Thomas Jefferson Declaration of Independence Constitution Bill of Rights		leaders, and key events of the Revolutionary War.
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Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

Suggestions: Use Google Earth in a lab setting or projected to the whole group to expose world locations.

Suggested Readings: Lexile=L CSO 5.6-Correlate readings and writings with language arts teachers Examples include: "North American Explorers"-Yanick Oney 560L, "Squanto's Journey: The Story of the First Thanksgiving"- Joseph Bruchac 560L, "We Are Patriots: Hope's Revolutionary War Diary"- Gregory Kristiana 610L, "The US Constitution"- Norman Pearl 620L"

Language Arts Connection: Work with language arts on readings and writing, locate home places of famous authors or story locations.

Use a Frayer model to connect concepts with prior knowledge.

Have learners in collaborative groups choose a key term studied to research and teach its origin to the class.

Brainstorm by making a Spider Graph on the board on "Revolutionary War Facts" by listing as many as the class can generate-discuss and use as a lesson launch.

Divide into collaborative groups. Assign groups to make a student-generated chart on either Explorers from this era or Patriots.

Construct a set of student generated flashcards on the Revolutionary War where a character, battle, or term is on one side with the answer or description on the reverse.

In collaborative pairs, make posters illustrating key points of this unit: Geography, Explorers, or Revolution.

Do research on a founding father and write either a declarative, narrative, expository writing on the founding father.

Tiered Instruction:

Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

Tier 2 -Use Readers Notebook for guided practice

Tier 3 -Adapted reading materials, Adapted Reader's Notebook

**Fayette County Schools
Curriculum Map
Social Studies
Unit 2: Civil War**

Grade Level: 5

Grading Period: 2nd Six Weeks

Enduring understanding: America pushed westward and confronted the issue of slavery, causing our moral direction to change as we moved into the new century.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 st Century Resources
Slavery and Western Expansion	I can analyze how issues on slavery divided the nation as America moved West.	5.5.08 5.5.09	How could slavery be an issue in adding new states as America expanded westward?	Abolitionist Uncle Toms Cabin Plantation Slave Economy Manifest Destiny	Journal writing Benchmarks Formative assessment	Create a mini book, foldable or presentation (using e.g. PowerPoint, Movie Maker, Keynote, iMovie) on “Uncle Toms Cabin.” Include an analysis of its purpose and impact.
War Between the States	I can assess the impact of key individuals in the cause and effect of the Civil War.	5.5.09 5.5.10	How did northern and southern leaders respond to issues surrounding states’ rights and abolitionists?	Harriet Tubman Frederick Douglas Abraham Lincoln Jefferson Davis Robert E Lee Ulysses Grant Emancipation-Proclamation	Focused feedback Conferences Journal writing Portfolio work	Create a mini book, foldable or presentation on “winning the west”. Create a map and illustrated timeline of key Civil War events, to display

Rebuilding and Redefining America	I can tell how, after Lincoln's death, America responded with reconstruction of the south and western expansion.	5.5.10 5.5.11	Why did the south need rebuilt and how did this encourage western expansion?	Reconstruction Black Codes Telegraph Transcontinental Railroad Texas and California Mexican War	Completed projects	on the Word Wall. Use this as a springboard for discussion and writings. Create a series of presentations or mini-books on key battles, leaders, and events of the Civil War to share with the whole class and to use as a source for writing.
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Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

Suggestions: Use Thinkfinity and SAS for interactive and differentiated lessons.

Suggested Readings: Lexile=L CSO 5.6 -Work with language arts for interdisciplinary reading assignment.

Language Arts Connection: Plan with language arts on assigned poetry and literature of the era. For example: "Frederick Douglas"- Margo McLoone 490L, "Abe Lincoln and the Muddy Pig"- Kay Winters 480L, "Abraham Lincoln: The Great Emancipator"- Augusta Stevenson 500L. "Railroad: A Story of the Transcontinental Railroad"- Darice Bailer 570L.

Have learners in collaborative groups choose a key term studied to research and teach its origin to the class (e.g., Civil War Leaders, Winning the West, etc.)

Brainstorm by making a Spider Graph on the board on "Civil War" by listing as many as the class can generate-discuss and use as lesson launch.

Divide into collaborative groups. Assign each group to make a student-generated chart on either Reconstruction from this era or Western Expansion.

Construct a set of student generated flashcards on Civil War Leaders where a character is on one side with his/her major accomplishments on the reverse.

In collaborative pairs, make posters illustrating and teaching key points of this unit: Civil War Battles and Leaders, Reconstruction, Texas Statehood, California Statehood.

Tiered Instruction:

Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

Tier 2 -Use Readers Notebook for guided practice

Tier 3 -Adapted reading materials, Adapted Reader's Notebook

**Fayette County Schools
Curriculum Map
Social Studies
Unit 3: America Rises to Power**

Grade Level: 5

Grading Period: 3rd Six Weeks

Enduring understanding: American industrialization led to our nation attracting immigrants and pulled us onto the world stage as we fought for freedoms in World War I.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 st Century Resources
Industrialization	I can tell how eastern cities became urban as Americans invented and harvested the continent to provide the raw materials.	5.4.03 5.4.04 5.4.05 5.4.06 5.5.11	How did Americans respond to the Industrial Revolution in the East by conquering the West?	Interchangeable Parts Raw Materials Mechanization Gold, Silver, Copper Mines Cattle Ranches	Journal writing Benchmarks Formative assessment Focused feedback	Locate American factories in 1900 on a map and write a reflection on why they were located in those areas. Identify individuals who built American industry (e.g., Rockefeller, Carnegie, Henry Ford, Thomas Edison, etc) and create a presentation on their accomplishments (MovieMaker, Photo
Immigrants	I can analyze how American industrial growth and perceived prosperity attracted immigrants.	5.3.01 5.3.02 5.3.03 5.3.04 5.5.11	How did the American business model of capitalism lead to jobs attracting immigrants?	Consumers Supply and Demand Labor Force Unions Immigrants	Conferences Journal writing Portfolio work	

World War I	I can develop a logical argument for American entry into World War I and its effect on our destiny.	5.5.11 5.5.12	Since it was a European war, why did America enter World War I, and what was the result of our involvement?	World War I Lusitania Allies Central Powers New Weapons- (Airplanes, Mustard Gas, Machine Guns, Tanks, etc.) Trench Warfare Armistice League of Nations	Completed projects	Story, PowerPoint, Keynote, or a traditional foldable). Research Ellis Island and trace immigrant settlements on a map or in prose. Research and create a presentation on key figures of the World War I era (e. g. Woodrow Wilson, General Pershing, Kaiser Wilhelm, etc.).
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Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

Suggestions: Use Google Earth in a lab setting or projected to the whole group to expose world locations.

Suggested Readings: Lexile=L CSO 5.6-Correlate readings & writings with language arts teachers. Examples include: Eli Whitney-Catherine Welch 560L, Cowboys and Cattle Drives-Eric Oatman 600L, John Sutter and the California Gold Rush-Matt Doedon 520L, America Enters WW I- Carol Doblewski 600L, Anna All Year Round- Mary Downing Hahn 610L.

Language Arts Connection: Work with language arts on readings and writing, locate home places of famous authors or story locations.

Use a Frayer model to connect concepts with prior knowledge.

Have learners in collaborative groups choose a key term studied to research and teach its origin to the class.

Brainstorm by making a Spider Graph on the board on “World War I Facts” by listing as many as the class can-generate-discuss and use as a lesson launch.

Divide into collaborative groups. Assign groups to make a student-generated chart on either Factory Growth or Origins of Immigration.

Construct a set of student generated flashcards on the World War I where a character, battle, or term is on one side with the answer or

description on the reverse.

In collaborative pairs, make posters illustrating key points of this unit: factories and urbanization, immigration, World War I.

Tiered Instruction:

Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

Tier 2 -Use Readers Notebook for guided practice

Tier 3 -Adapted reading materials, Adapted Reader's Notebook

**Fayette County Schools
Curriculum Map
Social Studies
Unit 4: Best of Times and the Worst of Times**

Grade Level: 5

Grading Period: 4th Six Weeks

Enduring understanding: After America rose to greatness following WWI, it struggled with moral and economic issues.

Concept	Learning Target	CSO	Essential Questions	Academic/Instructional Vocabulary	Assessment Options	21 st Century Resources
Roaring 20's	I can connect how America's rise to power after WW I led to a strong economy creating situations the nation was not ready for in morality or in economic laws.	5.1.01 5.1.02 5.1.03 5.1.04 5.1.05 5.5.12	Why are the Roaring 20's known for easy money, prohibition, loose morals, and gangsters, all ending in financial ruin?	Temperance movement Women's Suffrage Flappers Prohibition Motion picture code Gangsters Civil rights	Journal writing Benchmarks Formative assessment Focused feedback Conferences Journal writing	Research and construct a presentation on leaders in the women's suffrage movement. Research and conduct a mock trial on an event (eg, Lindbergh

<p>Great Depression</p>	<p>I can analyze how the collapse of the national economy had an effect on the national culture.</p>	<p>5.2.01 5.2.02 5.2.03 5.2.04 5.3.01 5.3.02 5.3.03 5.3.04 5.5.12</p>	<p>How did the Great Depression change how America conducted business and how it treated its citizens?</p>	<p>Buy on margin Stock market Hooverville FDR Social security Welfare Alphabet agencies</p>	<p>Portfolio work Completed</p>	<p>baby kidnapping, Scopes Monkey trial, etc).</p> <p>Do a Webquest on lifestyles of the 20's- (flappers, prohibition, zoot suits, jazz, etc.) to gather material for a poster or report.</p> <p>Research the Great Depression and generate a listing of terms from the era to be used to make a poster and report reflecting the times and FDR's solutions.</p>
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Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

Suggestions: Use Google Earth in a lab setting or projected to the whole group to expose world locations.

Suggested Readings: CSO 5.6-Correlate readings & writings with language arts teachers. Examples include: “The Roaring 20s- Gare Thompson 480L. Always Inventing-Thomas Alva Edison-Frank Murphy 460L, The Bread Winner-Arvelia Whitmore 650L.

Language Arts Connection: Work with language arts on readings and writing, locate home places of famous authors or story locations.

Use a Frayer model to connect concepts with prior knowledge.

Have learners in collaborative groups choose a key term studied to research and teach its origin to the class.

Brainstorm by making a Spider Graph on the board on “Roaring 20s” by listing as many as the class can-generate-discuss and use as a lesson launch.

Divide into collaborative groups. Assign groups to make a student-generated chart on one of the following: Jazz Age, Prohibition, or Great Depression.

Construct a set of student generated flashcards on the Roaring 20s or Great Depression where a term is on one side with the answer or description on the reverse.

In collaborative pairs, make posters illustrating and teaching key points of this unit: Roaring 20s and Great Depression.

Tiered Instruction:

Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

Tier 2 -Use Readers Notebook for guided practice

Tier 3 -Adapted reading materials, Adapted Reader’s Notebook

**Fayette County Schools
Curriculum Map
Social Studies
Unit 5: WWII launches America to Greatness**

Grade Level: 5

Grading Period: 5th Six Weeks

Enduring understanding: The Second World War launched America into superpower status.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 st Century Resources
Events leading to War	I can analyze how American growth threatened rising powers in Asia and Europe leading to war.	5.3.02 5.4.05 5.4.06 5.5.12	How did American expansion into the Pacific threaten Japanese and German interests leading to conflict?	Pacific Rim Raw Materials Sea Power	Journal writing Benchmarks Formative assessment Focused feedback	Research and document in a presentation how German and Japanese need for raw materials in the 1920s-30s to feed their industry put them in conflict with the United Kingdom and the United States.
World War II	I can identify the parties involved in World War II and assess the rationale of each in going to war.	5.3.02 5.4.05 5.4.06 5.5.12	What did nations have to gain in going into World War II and how did any nation emerge stronger?	Pearl Harbor Aircraft Carrier Atomic Bomb "Get Germany First" Nazi Concentration Camp Hitler Churchill Stalin	Conferences Journal writing Portfolio work Completed projects	In collaborative groups, create a presentation highlighting battles, generals, strategies, and results of World War II, in order to share with the whole class.

Aftermath of World War II	I can cite evidence to support that America's rise to superpower status, economically and militarily, led to a cold war between the Soviet Union and America.	5.3.02 5.5.12	After World War II, why did the United States and Union of Soviet Socialist Republics face off in a "Cold War" instead of a full out war?	Cold War Truman Doctrine Nuclear Arsenal Sputnik American Corporate Growth		<p>Make a map or use Google Earth to trace World War II battlefields. Use this to write a narrative on how the war progressed.</p> <p>Research the Cold War era spy stories and create a presentation showing how this reflected the tension between the United States and the Union of Soviet Socialist Republics.</p>
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Suggestions: Use Google Earth in a lab setting or projected to the whole group to expose world locations.

Suggested Readings: **CSO 5.6**-Correlate readings & writings with language arts teachers. Examples include: In My Enemies House-Carol Matas 560L, Stones in Water- Donna Jo Napoli 630L, Boy at War: A Novel of Pearl Harbor- Henry Mazer 530L, Pearl Harbor is Burning!: A Sotry of WW II- Kathleen Kudinski 490L, Cold War Leaders- Wendy Conklin 620L, Peacebound Trains-Haemi Belgassi 620L, Postcards to Father Abraham- Catherine Lewis 610L, Astronaut Living in Space- Kate Hayden 530L.

Language Arts Connection: Work with language arts on readings and writing, locate home places of famous authors or story locations.

Use a Frayer model to connect concepts with prior knowledge.

Have learners in collaborative groups choose a key term studied to research and teach its origin to the class.

Brainstorm by making a Spider Graph on the board on “World War II” or the “Cold War” by listing as many terms as the class can-generate-discuss and use as a lesson launch.

Divide into collaborative groups. Assign groups to make a student-generated chart on the following: World War II, the Korean Conflict or Vietnam War.

Construct a set of student generated flashcards on the era after World War II where a character or term is on one side with the answer or description on the reverse.

In collaborative pairs, make posters illustrating key points of this unit: World War II and its aftermath.

Tiered Instruction:

Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

Tier 2 -Use Readers Notebook for guided practice

Tier 3 -Adapted reading materials, Adapted Reader’s Notebook

**Fayette County Schools
Curriculum Map
Social Studies
Unit 6 American Fight for Civil Rights at Home and Abroad**

Grade Level: 5

Grading Period: 6th Six Weeks

Enduring understanding: From the latter half of the 20th century to today, America fought for civil rights at home and abroad.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 st Century Resources
Conflicts for Freedom	I can analyze how American involvement in wars against Communism stemmed from a policy of expanding freedom in the Truman Doctrine.	5.5.11 5.5.12	Why did America send troops to fight communists in Korea and Vietnam? What did America do to be successful in bringing Communism to an end?	United Nations Korea Vietnam Cuban Missile Crisis Berlin Wall Fall of Communism American Economic Dominance Economic Strategy	Journal writing Benchmarks Formative assessment Focused Feedback Conferences	Research and create presentations on one of the following (Korean conflict, United Nations, Vietnam Conflict, Lyndon B. Johnson's Great Society.) Use these as a springboard for reflection writings.
Civil Rights	I can analyze how key individuals were able to move the USA to expand civil rights to all in the last half of the 20 th century to today.	5.5.13	How were key figures in the civil rights movement and in United States government able to bring about legal changes to ensure protection of civil rights to all?	Martin Luther King, Jr John F Kennedy Lyndon Johnson Ralph Abernathy Rosa Parks Malcolm X Jesse Jackson Barack Obama	Journal writing Portfolio work Completed projects	Research the Cuban Missile Crisis and produce a presentation on its details. Synthesize key participants and their contributions to the

<p>World Reliance on America</p>	<p>I can cite evidence on how America's fame for freedom coupled with its economic and military strength causes the world to look to us for guidance in all issues.</p>	<p>5.5.12</p>	<p>When the world faces difficult times, why does it look to the United States of America for a solution?</p>	<p>War Against Terror Bin Ladin 9/11 Attack Economic Summits</p>		<p>civil rights movement into a presentation.</p> <p>Illustrate and make journal entries to reflect how civil rights leaders may have felt in their work (e.g., Rosa Parks on the bus, Martin Luther King, Jr. on one of his peaceful protests, Lyndon B. Johnson's war on poverty, etc.).</p> <p>Techsteps- "Opinion Survey"</p>
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Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

Suggestions: Use Google Earth in a lab setting or projected to the whole group to expose world locations.

Techsteps: Opinion Survey unit will fit in this grading period.

Suggested Readings: Lexile=L CSO 5.6-Correlate readings & writings with language arts teachers. Examples include: Martin Luther King, Jr: A Life of Fairness- Tonya Leslie 590L, Boycott Blues: How Rosa Parks Inspired a Nation- Andrea Davis Pinkney 560L, John F Kennedy: A Photo Biography- Steve Potts 570L

Language Arts Connection: Work with language arts on readings and writing, locate home places of famous authors or story locations.

Use a Frayer model to connect concepts with prior knowledge.

Have learners in collaborative groups choose a key term studied to research and teach its origin to the class.

Brainstorm by making a Spider Graph on the board on "Civil Rights" by listing as many as the class can generate-discuss and use as a lesson launch.

Divide into collaborative groups. Assign groups to make a student-generated chart on either Civil Rights or War on Terror.

Construct a set of student generated flashcards on the Civil Rights Leaders where a character or term is on one side with the answer or description on the reverse.

In collaborative pairs, make posters illustrating key points of this unit: United Nations, Civil Rights, War on Terror, etc.

Tiered Instruction:

Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

Tier 2 -Use Readers Notebook for guided practice

Tier 3 -Adapted reading materials, Adapted Reader's Notebook