

Grade 5 Social Studies

Scope and Sequence

Trimester 1

Unit 1.1: Using Maps, 10 days

Grade-Span Expectations for Social Studies

G 1: The World in Spatial Terms: Understanding and interpreting the organization of people, places, and environments on Earth’s surface provides an understanding of the world in spatial terms.

- (5-6) –1 Students understand maps, globes, and other geographic tools and technologies by...
- identifying physical features of maps and globes.
 - utilizing geographic tools like latitude and longitude to identify absolute location.
 - differentiating between local, regional, and global scales (e.g., location of continents and oceans)

Common Core State Standards for English Language Arts or Literacy

Reading Standards

Craft and Structure

- RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

Unit 1.2: Places and Regions, 15 days

G 2: Places and Regions: Physical and human characteristics (e.g., culture, experiences, etc.) influence places and regions.

- (5-6) –2 Students distinguish between regions and places by...
- comparing and contrasting the characteristics of different types of regions and places.
 - explaining the difference between regions and places.
- (5-6) –4 Students understand how geography contributes to how regions are defined / identified by...
- identifying formal (e.g., United States of America), vernacular (e.g., the Middle East, South County), and functional regions (e.g., cell phone service area).
 - explaining how regions may change over time (e.g., physical, cultural, political, and economic changes).

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.

- (5-6)– 1 Students demonstrate an understanding of the many ways Earth’s people are interconnected by...
- b. locating where different nations are in the world in relation to the U.S.

HP 4: Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.

- (5-6) –1 Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by...
- a. identifying and explaining, using specific examples, how geographic factors shape the way humans organize themselves in communities, government, and businesses.

Common Core State Standards for English Language Arts

Reading Standards

Key Ideas and Details

- RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

- RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

Text Types and Purposes

- W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Provide a concluding statement or section related to the information or explanation presented.

Production and Distribution of Writing

- W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.5.5 With guidance and support from peers and adults, develop and strengthen writing
- W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Range of Writing

- W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit 1.3: Human Impacts on the Environment, 20 days**Grade-Span Expectations for Social Studies****G 3: Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of populations and resources, relationships (cooperation and conflict), and culture.**

- (5-6)–2 Students understand the interrelationships of geography with resources by...
- use evidence to correlate how geography meets or does not meet the needs of the people.

G 4: Environment and Society: Patterns emerge as humans settle, modify, and interact on Earth’s surface to limit or promote human activities.

- (5-6)–1 Students explain how humans depend on their environment by...
- researching and reporting how humans depend on the environment.
- (5-6)–2 Students explain how humans react or adapt to an ever-changing physical environment by...
- identifying and describing human reactions to changes in their physical environment.
- (5-6)–3 Students explain how human actions modify the physical environment by...
- identifying how human actions have changed the physical environment and describe its effects.

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.

- (5-6)–2 Students demonstrate an understanding of the benefits and challenges of an interconnected world by...
- identifying and discussing factors that lead to the breakdown of order among societies (e.g., natural disasters, wars, plagues, population shifts, natural resources)

E 1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.

- (5-6)–1 Students demonstrate an understanding of basic economic concepts by...
- a. differentiating between human, natural, capital, man-made, and renewable vs. finite resources.

HP 4: Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.

- (5-6)–2 Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by...
- a. citing examples of how science and technology have had positive or negative impacts upon individuals, ~~societies~~ and the environment in the past and present.

Common Core State Standards for English Language Arts

Reading Standards

Key Ideas and Details

- RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

- RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

Integration of Knowledge and Ideas

- RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Writing Standards

Text Types and Purposes

- W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose
 - b. Provide logically ordered reasons that are supported by facts and details.

- c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
- d. Provide a concluding statement or section related to the opinion presented.

Production and Distribution of Writing

- W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.5.5 With guidance and support from peers and adults, develop and strengthen writing
- W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Range of Writing

- W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Trimester 2

Unit 2.1: Cultures, 15 days

Grade-Span Expectations for Social Studies

HP 3: The study of history helps us understand the present and shape the future.

- (5-6) – 2 Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...
- c. identifying the cultural influences that shape individuals and historical events.

HP 5: Human societies and cultures develop and change in response to human needs and wants.

- (5-6) – 1 Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...
- b. providing examples of cultural diversity.
- (5-6) – 2 Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by...
- a. identifying how cultural expectations impact people’s behavior in their community.

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.

- (5-6)-1 Students demonstrate an understanding of the many ways Earth’s people are interconnected by...
- a. identifying, describing, and explaining how people are socially, ~~technologically~~, geographically, ~~economically~~, or culturally connected to others.
- (5-6)-2 Students demonstrate an understanding of the benefits and challenges of an interconnected world by...
- b. citing a social, ~~technological~~, geographical, ~~economical~~, or cultural issue that provides an example of both benefits and challenges.

Common Core State Standards for English Language Arts

Reading Standards

Key Ideas and Details

- RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

- RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

Text Types and Purposes

- W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - e. Provide a conclusion that follows from the narrated experiences or events.

Range of Writing

- W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit 2.2: Historical Inquiry, 15 days**Grade-Span Expectations for Social Studies****HP 1: History is an account of human activities that is interpretive in nature.**

- (5-6) – 1 Students *act as historians*, using a variety of tools (e.g., artifacts and primary and secondary sources) by...
- identifying appropriate sources (e.g., historical maps, diaries, photographs) to answer historical questions
 - using sources to support the stories of history (*How do we know what we know?*)

HP 2: History is a chronicle of human activities, diverse people, and the societies they form.

- (5-6) – 1 Students connect the past with the present by...
- identifying sequential events, people, and societies that have shaped RI today
- (5-6) – 2 Students chronicle events and conditions by...
- placing key events and people of a particular historical era in chronological sequence
 - summarizing key events and explaining the historical contexts of those events

Common Core State Standards for English Language Arts or Literacy***Reading Standards*****Key Ideas and Details**

- RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Craft and Structure

- RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject*
- RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Range of Reading and Level of Text Complexity

- RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Writing Standards**Text Types and Purposes**

- W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - Provide a conclusion that follows from the narrated experiences or events.

Research to Build and Present Knowledge

- W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Range of Writing

- W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit 2.3: Historical Connections and Perspectives (15 days)**Grade-Span Expectations for Social Studies****HP 3: The study of history helps us understand the present and shape the future.**

- (5-6) – 2 Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...
- explaining how the similarities of human issues across time periods influence their own personal histories (e.g., so what? *How does this relate to me?*)
 - explaining how the differences of human issues across time periods influence their own personal histories (e.g., so what? *How does this relate to me?*)

HP 5: Human societies and cultures develop and change in response to human needs and wants.

- (5-6) – 3 Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by...
- identifying various factors that impact individual and or group's perspective of events (e.g., social, intellectual, political, economic).
 - describing how an individual or group's perspectives change over time using primary documents as evidence.

Common Core State Standards for English Language Arts

Reading Standards

Craft and Structure

- RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

- RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Writing Standards

Text Types and Purposes

- W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose
 - Provide logically ordered reasons that are supported by facts and details.
 - Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).
 - Provide a concluding statement or section related to the opinion presented.

Research to Build and Present Knowledge

- W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply *grade 5 Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
 - Apply *grade 5 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

Range of Writing

- W.5.10 Write routinely over extended time frames (time for research, reflection, and revision)

and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Trimester 3

Unit 3.1: Government Structures, 15 days

Grade-Span Expectations for Social Studies

C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals.

- (5-6) –1 Students demonstrate an understanding of origins, forms, and purposes of government by...
- a. identifying the basic functions of government.
 - b. listing and defining various forms of government (e.g., dictatorship, democracy, parliamentary, monarchy).
- (5-6) –2 Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...
- b. identifying and describing the role of individuals (e.g., Thomas Jefferson, George Washington, Thomas Paine) as authority figures/ leaders in the creation of government.

C&G 2: The *Constitution* of the United States establishes a government of limited powers that are shared among different levels and branches.

- (5-6) –1 Students demonstrate an understanding of United States government (local, state, national) by...
- a. identifying and describing the function of the three branches (i.e., checks and balances, separation of powers)
 - b. identifying how power is divided and shared among the levels of the United States government.
 - c. explaining how a bill becomes a law.

C&G 4: People engage in political processes in a variety of ways.

- (5-6) –1 Students demonstrate an understanding of political systems and political processes by...
- c. identifying, comparing, and contrasting different “political systems” (e.g., monarchy, democracy, feudal).

E 3: Individuals, institutions and governments have roles in economic systems.

- (5-6) – 2 Students demonstrate an understanding of the role of government in a global economy by...
- a. identifying how governments provide goods and services in a market economy by taxing and borrowing.

Common Core State Standards for English Language Arts

Reading Standards

Key Ideas and Details

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Craft and Structure

RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject*.

Text Types and Purposes

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- A concluding statement or section related to the information or explanation presented.

Research to Build and Present Knowledge

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Range of Writing

W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit 3.2: Citizenship, 15 days

Grade-Span Expectations for Social Studies

C&G 3: In a democratic society all people have certain rights and responsibilities.

(5-6)–1 Students demonstrate an understanding of citizens’ rights and responsibilities by...

- defining the concepts: “civic”(adj.), “civics”(n), “civil,” and “citizen”.
- identifying citizen’s rights in a democratic society (personal, economic, legal, and

civic).

- (5-6) –2 Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...
- a. identifying and explaining specific ways rights may or may not be exercised (e.g., civil rights).

C&G 4: People engage in political processes in a variety of ways.

- (5-6) –1 Students demonstrate an understanding of political systems and political processes by...
- a. explaining how leaders are selected or elected (e.g., election process, appointment process, political parties, campaigns).
 - b. listing the “labels” that individuals may give themselves within a political process (e.g., radical, liberal, conservative, environmentalist, Democrat, Republican).
- (5-6)-2 Students demonstrate their participation in political processes by...
- b. describing the voting process for a local, state, or national election.
 - c. engaging in the political process (e.g., voting in school elections).

Common Core State Standards for English Language Arts

Reading Standards

Key Ideas and Details

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Craft and Structure

- RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

Text Types and Purposes

- W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).

- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. A concluding statement or section related to the information or explanation presented.

Range of Writing

- W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit 3.3: Economics, 15 days

Grade-Span Expectations for Social Studies

E 1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.

- (5-6) –1 Students demonstrate an understanding of basic economic concepts by...
- b. identifying the role of producers and consumers in real-world and historical context.
- (5-6) –2 Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by...
- a. comparing the cost and benefits of consumer and producer choices to determine the value.
 - b. providing examples of how a society defines or determines wealth.

E 2: Producers and consumers locally, nationally, and internationally engage in the exchange of goods and services.

- (5-6) – 1 Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by...
- a. identifying the benefits and barriers of different means of exchange (e.g., barter, credit, and currency).
- (5-6) – 2 Students analyze how Innovations and technology affects the exchange of goods and services by...
- a. identifying how inventions, innovations, and technology stimulate economic growth.

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.

- (5-6) -3 Students demonstrate an understanding of how the choices we make impact and are impacted by an interconnected world by...
- a. identifying and analyzing the effects of consumer choice (environmental, communication, political).

Common Core State Standards for English Language Arts***Reading Standards*****Key Ideas and Details**

- RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

- RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Range of Writing

- W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.