

**East Stroudsburg Area School District  
Social Studies Planned Course--Fifth Grade**

Unit: **Native Americans**

Content Standard: **Explain how economic principles affect choice, market factors, demand, and price.**

State Curriculum Standard: **6.1.6 Economic Systems**

<b>Course Content</b>	<b>Student Performance</b>	<b>Resources</b>	<b>Assessments</b>
A. Describe and Identify the Characteristics of Traditional, Command, and Market Systems	<ul style="list-style-type: none"><li>• Create a sequence chart of the development of civilization</li><li>• Bronze Axes Simulation</li></ul>	<ul style="list-style-type: none"><li>• Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 p 41 teacher book sidebar</li><li>• See Appendix</li></ul>	<ul style="list-style-type: none"><li>• Teacher observation</li><li>• Test</li><li>• Student written evaluation</li></ul>

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Unit: **Native Americans**

Content Standard: **Explain the concept of location, place, human-environment interaction, movement, region, and usage of geographic tools to collect, analyze, and interpret information.**

State Curriculum Standard: **7.1.6 Basic Geographic Literacy**  
**7.2.6 The Physical Characteristics of Places and Regions**  
**7.3.6 The Human Characteristics of Places and Regions**  
**7.4.6 The Interactions Between People and Places**

<b>Course Content</b>	<b>Student Performance</b>	<b>Resources</b>	<b>Assessments</b>
<p>A. Describe and Locate Places and Region</p> <p>B. Describe the Physical Characteristics of Places and Regions</p> <p>C. Describe The Human Characteristics of Places and Regions by Their Cultural Characteristics</p>	<ul style="list-style-type: none"> <li>Identify the Eastern Woodland, Northwest, Pueblo Southwest, Great Basin, and Plains regions of Native American groups</li> <li>Compare the physical characteristics of the regions including soil, vegetation, and climate of the Eastern Woodland, Northwest, Pueblo Southwest, Great Basin, and Plains</li> <li>Identify landforms and natural resources of the Eastern Woodland, Northwest, Pueblo Southwest, Great Basin, and Plains</li> <li>Compare food, wealth, religions, homes, governments, customs, and celebrations of the Eastern Woodland, Northwest, Pueblo Southwest, Great Basin, and Plains Native Americans</li> </ul>	<ul style="list-style-type: none"> <li>Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 p 52-63</li> <li>Graphic organizers 6 and 7</li> <li>Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 p 52-63</li> <li>Graphic organizers 6 and 7</li> <li>Houghton Mifflin, Reading and Vocabulary Strategies, p 1</li> <li>Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 p 52-63</li> <li>Graphic organizers 6 and 7</li> <li>Scott Foresman Reading Text "The Night Alone"</li> <li>Novels: <u>Pueblo Storyteller</u>, <u>Totem Pole</u></li> </ul>	<ul style="list-style-type: none"> <li>Maps/charts filled out accurately</li> <li>Webs are accurately completed</li> <li>Publisher's test</li> <li>Teacher's test</li> <li>Summarize facts and compare Native American groups</li> </ul>

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<b>Course Content</b>	<b>Student Performance</b>	<b>Resources</b>	<b>Assessments</b>
D. Describe the Impacts of Physical Systems on People	<ul style="list-style-type: none"> <li>Explain the impact of the climate, wildlife, vegetation, and environment on each group of the Eastern Woodland, Northwest, Pueblo Southwest, Great Basin, and Plains Native Americans</li> </ul>	<ul style="list-style-type: none"> <li>Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 pp 36-39 and 52-63</li> <li>Graphic organizers 6 and 7</li> </ul>	<ul style="list-style-type: none"> <li>Cause and Effect chart p 38 sidebar</li> <li>Maps/charts filled out accurately</li> <li>Publisher's test</li> <li>Teacher's test</li> <li>Diorama</li> <li>Research reports</li> </ul>
E. Describe the Impacts of People on Physical Systems	<ul style="list-style-type: none"> <li>Describe Native Americans adaptations to their environment such as their homes, farming, hunting, and gathering</li> <li>Explain how people have changed their environment</li> </ul>	<ul style="list-style-type: none"> <li>Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 p 52-63</li> <li>Graphic organizers 6 and 7</li> <li>Houghton Mifflin, <u>Reading and Vocabulary Strategies</u> p 3</li> </ul>	

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Content Standard: **Explore how human needs, ideas, issues, events, and the significance of cultural diversity have influenced the shaping of our community, state, nations, and world.**

State Curriculum Standard: **8.1.6 Historical Analysis and Skills Development  
8.3.6 United States History**

<b>Course Content</b>	<b>Student Performance</b>	<b>Resources</b>	<b>Assessments</b>
<p>B. Understand Chronological Thinking and Distinguish Between Past, Present, and Future Time</p> <p>C. Identify and Explain the Political and Cultural Contributions of Individuals and Groups to United States History From Beginnings to 1824</p>	<ul style="list-style-type: none"> <li>Identify the events on the given timeline on page 47</li> <li>Read the timeline to distinguish between B.C. centuries and A.D. centuries</li> <li>Identify the contributions of Native American leaders such as Squanto, Massasoit, Metacomet, and Pontiac</li> </ul>	<ul style="list-style-type: none"> <li>Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 p 47</li> <li>Houghton Mifflin, <u>Skills Workshop</u>, pp 3-4</li> <li>Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 p 137, 173, 238</li> </ul>	<ul style="list-style-type: none"> <li>Teacher led discussion</li> <li>Accurately completed pp 3-4</li> <li>Teacher observations</li> <li>Research reports</li> </ul>



**East Stroudsburg Area School District  
Social Studies Planned Course--Fifth Grade**

Unit: **Explorers**

Content Standard: **Explain how economic principles affect choice, market factors, demand and price.**

State Curriculum Standard: **6.2.6 Markets and the Functions of Governments**

<b>Course Content</b>	<b>Student Performance</b>	<b>Resources</b>	<b>Assessments</b>
A. Explain the Function of Money and Its Use in Society	<ul style="list-style-type: none"><li>• Explain the exchange of goods and money as a basis of economics</li></ul>	<ul style="list-style-type: none"><li>• Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 pp 76, 83, 103, 106-110</li></ul>	<ul style="list-style-type: none"><li>• Published and teacher made tests</li><li>• Reports</li><li>• Dramatizations</li></ul>

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Unit: **Explorers**

Content Standard: **Explain the concept of location, place, human-environment interaction, movement, region, and usage of geographic tools to collect, analyze, and interpret information.**

State Curriculum Standard: **7.1.6 Basic Geographic Literacy**

<b>Course Content</b>	<b>Student Performance</b>	<b>Resources</b>	<b>Assessments</b>
<p>A. Describe Geographic Tools and Their Uses</p> <p>B. Describe and Locate Places and Regions</p>	<ul style="list-style-type: none"> <li>Describe the cross-staff, compass, and astrolabe and how these technological innovations advanced exploration</li> <li>Explain how exploration led to more accurate maps</li> <li>Use latitude and longitude to find places on a map</li> <li>Use degrees and minutes to find places on a map</li> </ul>	<ul style="list-style-type: none"> <li>Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 p 90</li> <li>Construct models from examples on page 90</li> <li>Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 pp 116-117</li> <li>Houghton Mifflin, Skills Workshop booklet, pp 7-8</li> </ul>	<ul style="list-style-type: none"> <li>Student demonstration</li> <li>Oral presentation of models</li> <li>Places are located accurately</li> </ul>

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Content Standard: **Explore how human needs, ideas, issues, events, and the significance of cultural diversity have influenced the shaping of our community, state, nations, and world.**

State Curriculum Standard: **8.1.6 Historical Analysis and Skills Development  
8.4.6 World History**

Course Content	Student Performance	Resources	Assessments
<p>A. Explain the Fundamentals of Historical Interpretation Including Multiple Points of View and Cause and Result</p> <p>B. Describe and Explain Historical Research</p> <p>C. Identify and Explain How Individuals and Groups Made Significant Political and Cultural Contributions to World History</p>	<ul style="list-style-type: none"> <li>• Read pages 92-94 and 96-99. Use a Venn diagram or write two paragraphs comparing and contrasting facts and opinions</li> <li>• Read novel, <u>Pedro's Journal</u></li> <li>• Read the novel, <u>The Vikings</u> and describe the lives of the Vikings. Compare facts from novel to textbook</li> <li>• Compare facts to folklore during the historical period</li> <li>• Explain contributions made by: Vikings, Marco Polo, Prince Henry, Dias, da Gama, Christopher Columbus, Magellan, Spanish Conquistadors, Drake, Cabot, Cartier, Hudson, and Champlain</li> </ul>	<ul style="list-style-type: none"> <li>• Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 pp 92-92 and pp 96-99</li> <li>• Novel <u>Pedro's Journal</u> by Pam Conrad</li> <li>• Houghton Mifflin Paperback Plus Booklet pp 1-8</li> <li>• <u>The Vikings</u></li> <li>• Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 pp 74-76</li> <li>• Houghton Mifflin, <u>Reading and Vocabulary Strategies</u> booklet p 10</li> <li>• Novel, <u>Vikings</u></li> <li>• Novel, <u>Explorers Who Got Lost</u></li> <li>• Novel, <u>Discoverers of the New World</u></li> <li>• Houghton Mifflin, Paperback Plus Series booklet, pp 5-8</li> <li>• Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 chapter 3</li> <li>• Graphic organizers 8, 9, 10, 11, 13</li> </ul>	<ul style="list-style-type: none"> <li>• Venn diagram or two paragraphs comparing and contrasting facts and opinions are accurately completed</li> <li>• Literature Circles</li> <li>• Accurately list facts from each source</li> <li>• Questions are accurately answered</li> <li>• Published and teacher made tests</li> <li>• Research papers</li> <li>• Oral presentations/ exploration poster</li> <li>• Interview an explorer simulation</li> </ul>



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State Curriculum Standard: **8.1.6 Historical Analysis and Skills Development  
8.4.6 World History**

<b>Course Content</b>	<b>Student Performance</b>	<b>Resources</b>	<b>Assessments</b>
<p>D. Identify and Explain Important Documents, Material Artifacts, and Historic Sites in World History</p> <p>E. Identify and Explain How Continuity and Change Has Affected Belief Systems, Commerce, and Industry, Innovations, Settlement Patterns, Social Organizations, Transportation, and Women's Roles in World History</p> <p>F. Explain How Conflict and Cooperation Among Social Groups and Organizations Affected World History</p>	<ul style="list-style-type: none"> <li>• Create a historical use for an artifact</li> <li>• Explain the importance of the discovery of the ruins found at Meadows Cove, Newfoundland</li> <li>• Given the cause, students will explain the effect explorations had on the spread of belief systems, commerce and settlement patterns</li> <li>• Sequence events of how the African Slave Trade began in the 1500s</li> </ul>	<ul style="list-style-type: none"> <li>• Use any object that looks like an artifact an archeologist would find</li> <li>• Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 p 76</li> <li>• Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 chapter 3 and 4</li> <li>• Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 p 107 sidebar</li> <li>• Houghton Mifflin, Reading and Vocabulary Strategies booklet, p 12</li> </ul>	<ul style="list-style-type: none"> <li>• Creative explanation of use for object</li> <li>• Written paragraph or informal assessment</li> <li>• Published and teacher made tests</li> <li>• Research papers</li> <li>• Oral presentations/ exploration poster</li> <li>• Interview an explorer simulation</li> <li>• Check for sequence of events completed accurately</li> <li>• Check for accurate cause and effect</li> </ul>

**East Stroudsburg Area School District  
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Unit: **Colonies**

Content Standard: **Explain how economic principles affect choice, market factors, demand and price.**

State Curriculum Standard: **6.1.6 Economic Systems  
6.2.6 Markets and the Functions of Governments  
6.4.6 Economic Interdependence  
6.5.6 Work and Earnings**

<b>Course Content</b>	<b>Student Performance</b>	<b>Resources</b>	<b>Assessments</b>
<p>A. Describe and Identify the Characteristics of Traditional, Command, and Market Systems</p> <p>B. Explain the Three Basic Questions That All Economic Systems Attempt to Answer</p> <p>C. Describe Market Transactions in Terms of Goods, Services, Consumers and Producers</p> <p>D. Identify and Describe Public Goods</p> <p>E. Identify and Define Imports, Exports, Inter-Regional Trade, and International Trade</p>	<ul style="list-style-type: none"> <li>• Explain the impact of economics upon colonial settlements</li> <li>• Create a collage, list, poster, or Venn diagram of resources and industries available in the Northern, Middle and Southern colonies</li> <li>• Explain how the exchange of goods between producers and consumers encouraged settlements</li> <li>• Identify and describe the goods that encouraged the growth of the settlements</li> <li>• Explain what imports and exports were and the benefits of trading between the colonies and Europe</li> <li>• Create a triangular trade route</li> <li>• Evaluate if a certain trade is profitable</li> </ul>	<ul style="list-style-type: none"> <li>• See appendix cooperative learning activity</li> <li>• Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 chapters 5-8</li> <li>• Houghton Mifflin, <u>Citizenship Simulations</u>, "Council Meeting at Jamestown</li> <li>• Novel, <u>Jamestown</u></li> <li>• Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 p 160 sidebar, p 186 sidebar, p 212 and p216 sidebar</li> <li>• Graphic organizers 20, 23, 24, 26</li> <li>• Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 pp 142-151</li> <li>• Colonial thematic unit</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperative Activity to act out early settlements</li> <li>• Published and teacher made tests</li> <li>• Informal assessment</li> <li>• Grade collage or poster</li> <li>• Teacher observation</li> <li>• Colonial Village presentation</li> <li>• Research papers</li> </ul>

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**6.4.6 Economic Interdependence**

**6.5.6 Work and Earnings**

Course Content	Student Performance	Resources	Assessments
<p>F. Explain How Specialization and Trade Lead to Interdependence</p> <p>G. Recognize That the Availability of Goods and Services Is the Result of Work by Members of the Society</p> <p>H. Explain How Profits and Losses Serve as Incentives</p> <p>I. Identify Entrepreneurs in Pennsylvania</p> <p>J. Identify the Costs and Benefits of Saving</p>	<ul style="list-style-type: none"> <li>Explain what imports and exports were and the benefits of trading between the colonies and Europe</li> <li>Students will describe how the Jamestown Settlement worked</li> <li>Role-play a hypothetical meeting of the Jamestown colonists</li> <li>Students will explain profits and losses and how the desire for profits led to the continuation of slavery</li> <li>Describe the contributions of William Penn and Ben Franklin as they relate to the development of the Pennsylvania colony</li> <li>Evaluate the benefit of Ben Franklin's ideas on saving</li> </ul>	<ul style="list-style-type: none"> <li>Colonial thematic unit</li> <li>Houghton Mifflin, <u>Geography Activities</u>, pp 27</li> <li>Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 chapters 5-8 and pages 220-221</li> <li>Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 pp 130-131</li> <li>Novel, <u>Jamestown</u></li> <li>Houghton Mifflin, <u>Citizenship Simulations</u> pp 9-16</li> <li>Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 pp 224-225 and sidebar p 225</li> <li>Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 pp 190-191, 196-199</li> <li>Novel, <u>Ben Franklin</u></li> <li>Houghton Mifflin, <u>Paperback Plus</u> booklet pp 9-12</li> </ul>	<ul style="list-style-type: none"> <li>Published and teacher made tests</li> <li>Research papers</li> <li>Evaluate which goods or resources each group possesses</li> <li>Teacher observation</li> <li>Lesson Review p 131</li> <li>Student analysis of success of group work</li> <li>Response to critical thinking p 225</li> <li>Response activity p 199</li> <li>Evaluation of responses to Ben Franklin's sayings and actions</li> </ul>

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State Curriculum Standard: **7.2.6 The Physical Characteristics of Places and Regions.  
7.3.6 The Human Characteristics of Places and Regions.  
7.4.6 The Interactions Between People and Places.**

<b>Course Content</b>	<b>Student Performance</b>	<b>Resources</b>	<b>Assessments</b>
<p>A. Describe the physical characteristics of places and regions</p> <p>B. Describe the human characteristics of places and regions by their settlement characteristics</p> <p>C. Describe the impacts of people on physical systems</p>	<ul style="list-style-type: none"> <li>Describe the physical characteristics of the New England, Middle, and Southern colonies</li> <li>List each colony and the reason it was founded</li> <li>Describe different contributions made by various settlement groups to the colonies</li> <li>Explain how the arrival of the puritans created a new environment for the Native Americans</li> </ul>	<ul style="list-style-type: none"> <li>Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 chapter 6, 7, and 8</li> <li>Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 p 173</li> </ul>	<ul style="list-style-type: none"> <li>Accurate comparison of the three regions</li> <li>Accuracy of chart (See sidebar chart on page 195)</li> <li>Written response to question on page 173</li> </ul>

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State Curriculum Standard: **8.1.6 Historical Analysis and Skills Development  
8.2.6 Pennsylvania History  
8.3.6 United States History  
8.4.6 World History**

<b>Course Content</b>	<b>Student Performance</b>	<b>Resources</b>	<b>Assessments</b>
A. Explain and Analyze Historical Sources B. Explain the Fundamentals of Historical Interpretation  C. Identify and Explain the Political and Cultural Contributions of Individuals and Groups to Pennsylvania History from Beginnings to 1824 D. Identify and Explain How Continuity and Change Have Influenced Pennsylvania History From the Beginnings to 1824 E. Identify and Explain Conflict and Cooperation Among Social Groups and Organizations in Pennsylvania History From Beginnings to 1824	<ul style="list-style-type: none"> <li>• Compare primary and secondary sources</li> <li>• Identify cause-and-effect relationships in a reading selection by creating a chart</li> <li>• Describe the contributions of William Penn and Ben Franklin as they relate to the development of the Pennsylvania colony</li> <li>• Summarize the influence that the diversity of immigrants to Pennsylvania had on the continuity and change to Pennsylvania history</li> <li>• Explain William Penn's "Holy Experiment"</li> </ul>	<ul style="list-style-type: none"> <li>• Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 pp 132-133</li> <li>• Houghton Mifflin, <u>Skills Workshop</u>, p 9-10</li> <li>• Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 p 205</li> <li>• Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 p190-193, 196-198, and 202-203</li> <li>• Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 189-193</li> </ul>	<ul style="list-style-type: none"> <li>• Complete "Use It" section on page 133</li> <li>• Accurately answers questions pp 9-10</li> <li>• Accuracy of chart</li> <li>• Published and teacher made tests</li> <li>• Written or oral responses</li> <li>• Lesson review page 193</li> <li>• Accuracy of written or oral explanation</li> </ul>

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8.2.6 Pennsylvania History  
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<b>Course Content</b>	<b>Student Performance</b>	<b>Resources</b>	<b>Assessments</b>
E. Explain How Continuity and Change Has Influenced United States History From Beginnings to 1824	<ul style="list-style-type: none"> <li>Identify the influences upon United States history by the settlers in regards to their belief systems, commerce and industry, innovations, politics, settlement patterns, social organizations, transportation and trade</li> <li>Analyze the impact of the changing status and roles of women</li> </ul>	<ul style="list-style-type: none"> <li>Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 chapters 5-8</li> <li>Houghton Mifflin, <u>Citizenship Simulations</u>, pp 19-24</li> </ul>	<ul style="list-style-type: none"> <li>Published and teacher made tests</li> <li>Research reports</li> <li>Dramatizations</li> <li>Student analysis of cooperative group work</li> </ul>
F. Identify and Explain Important Documents, Materials, Artifacts, and Historic Sites in World History	<ul style="list-style-type: none"> <li>Evaluate why we need rules using the Mayflower Compact</li> <li>Design a classroom compact</li> </ul>	<ul style="list-style-type: none"> <li>Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 pp 140-141</li> </ul>	<ul style="list-style-type: none"> <li>Oral presentation and dramatization of compact</li> </ul>

**East Stroudsburg Area School District  
Social Studies Planned Course--Fifth Grade**

Unit: **Revolutionary War**

Content Standard: **Identify the purpose, structure, functions, and types of government and the rights and responsibilities of citizens.**

State Curriculum Standard: **5.2.6 Rights and Responsibilities of Citizenship  
5.3.6 How Government Works  
5.4.6 How International Relationships Function**

<b>Course Content</b>	<b>Student Performance</b>	<b>Resources</b>	<b>Assessments</b>
<p>A. Explain the Relationship Between Rights and Responsibilities</p> <p>B. Explain Ways Citizens Resolve Conflicts in Society and Government</p> <p>C. Describe the Importance of Political Leadership and Public Service</p> <p>D. Identify Examples of the Rights and Responsibilities of Citizenship</p> <p>E. Explain the Importance of Participating in Government and Civic Life</p> <p>F. Explain How Government Actions Affect Citizens' Daily Lives</p> <p>G. Identify Major Leaders of Local, State, and National Governments, Their Primary Duties, and Their Political Party Affiliation</p>	<ul style="list-style-type: none"> <li>• Explain the relationships between rights and responsibilities of the colonists and Britain</li> <li>• Explain the conflict and the resolutions of the French and Indian War and the Revolutionary War</li> <li>• Describe impact of colonists' leaders before and during the revolutionary war</li> <li>• Act out a debate between loyalists and patriots discussing rights and responsibilities of citizenship</li> <li>• Read and write letters to demonstrate participation in government and civic life</li> <li>• Explain the causes of the revolutionary war</li> <li>• Identify leaders of both sides of the conflict and what they accomplished</li> </ul>	<ul style="list-style-type: none"> <li>• Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 chapters 9, 10, and 11</li> <li>• Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 p 254</li> <li>• Houghton Mifflin, <u>Reading and Vocabulary Strategies</u>, p 32</li> <li>• Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 pp 256-257</li> <li>• Houghton Mifflin, <u>Citizenship Simulations</u>, pp 25-32</li> </ul>	<ul style="list-style-type: none"> <li>• Published and teacher made tests</li> <li>• Research reports</li> <li>• Simulations/Dramatizations</li> <li>• Teacher observations</li> <li>• Student self-assessment</li> <li>• Answers are logical and based on facts</li> <li>• Letters demonstrate and opinion and a clear issue</li> <li>• Arguments are clear and persuasive</li> <li>• Houghton Mifflin, <u>Assessment Options</u></li> </ul>

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5.4.6 How International Relationships Function**

<b>Course Content</b>	<b>Student Performance</b>	<b>Resources</b>	<b>Assessments</b>
<p>H. Describe the Voting Process</p> <p>I. Identify Individual Interests and How They Impact Government</p> <p>J. Describe Why and How Government Raises Money to Pay For its Operations and Services</p> <p>K. Describe Forms of Government</p> <p>L. Describe the Process That Resulted in a Treaty or Agreement Between the United States and Another Nation-State</p>	<ul style="list-style-type: none"> <li>• Enact the process of coming to a vote similar to the First and Second Continental Congress</li> <li>• Analyze the effect individuals had on the government using the individual biographies highlighted in chapters 9, 10, and 11</li> <li>• Create a cause and effect chart or timeline for: the French and Indian War, The Stamp Act, The Townshend Acts, The Tea Act, The Boston Tea Party, and the Intolerable Acts</li> <li>• Compare and contrast British Parliament with the Continental Congress.</li> <li>• Describe how the French and Indian War led to the first Treaty of Paris in 1763</li> <li>• Describe how American Revolutionary War led to the second Treaty of Paris in 1783</li> </ul>	<ul style="list-style-type: none"> <li>• Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 chapters 9, 10, and 11</li> <li>• Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 pp 255, 264</li> <li>• Graphic organizer 27-28</li> <li>• Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 pp 242, 255, 264, and glossary</li> <li>• Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 pp 239, 294</li> </ul>	<ul style="list-style-type: none"> <li>• Houghton Mifflin, <u>Assessment Options</u></li> <li>• Teacher made tests</li> <li>• Research reports</li> <li>• Simulations/Dramatizations</li> <li>• Teacher observations</li> <li>• Student self-assessment</li> <li>• Mini-research reports, written or oral</li> <li>• Accurate cause and effect chart</li> <li>• Accurate timeline</li> <li>• Accuracy of Venn diagram</li> <li>• Descriptions of events leading up to each treaty</li> </ul>



**East Stroudsburg Area School District  
Social Studies Planned Course--Fifth Grade**

Unit: **Revolutionary War**

Content Standard: **Explain how economic principles affect choice, market factors, demand and price.**

State Curriculum Standard: **6.2.6 Markets and the Functions of Governments**

<b>Course Content</b>	<b>Student Performance</b>	<b>Resources</b>	<b>Assessments</b>
<p>A. Explain How Taxes Affect the Price of Goods and Services</p> <p>B. Explain the Costs and Benefits of Taxation</p>	<ul style="list-style-type: none"> <li>• Explain the products taxed by the Stamp Act, Townshend Acts, and Tea Act and what happened to the cost of those products when taxed by the British Government</li> <li>• Contrast Britain's and the colonists' reaction to the Stamp Act, Townshend Acts, and Tea Act</li> </ul>	<ul style="list-style-type: none"> <li>• Houghton Mifflin, <u>Citizenship Simulations</u>, pp 25-32.</li> <li>• Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 chapters 9 and 10.</li> <li>• Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 chapters 9 and 10.</li> </ul>	<ul style="list-style-type: none"> <li>• Written or oral assessment</li> <li>• Teacher observation</li> <li>• Accuracy of T chart</li> </ul>

**East Stroudsburg Area School District  
Social Studies Planned Course--Fifth Grade**

Unit: **Revolutionary War**

Content Standard: **Explain the concept of location, place, human-environment interaction, movement, region, and usage of geographic tools to collect, analyze, and interpret information.**

State Curriculum Standard: **7.1.6 Basic Geographic Literacy**

<b>Course Content</b>	<b>Student Performance</b>	<b>Resources</b>	<b>Assessments</b>
A. Describe Geographic Tools and Their Uses	<ul style="list-style-type: none"><li>• Use geographic representations to explain historic events by interpreting a battle map</li><li>• Create a map of a battle plan</li></ul>	<ul style="list-style-type: none"><li>• Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 p 240-241, 284-285</li></ul>	<ul style="list-style-type: none"><li>• "Use It" accurately answered on p 241</li><li>• "Use It" accurately answered on p 285</li></ul>

**East Stroudsburg Area School District  
Social Studies Planned Course--Fifth Grade**

Unit: **Revolutionary War**

Content Standard: **Explore how human needs, ideas, issues, events, and the significance of cultural diversity have influenced the shaping of our community, state, nations, and world.**

State Curriculum Standard: 8.1.6 **Historical Analysis and Skills Development**  
8.2.6 **Pennsylvania History**  
8.3.6 **United States History**

<b>Course Content</b>	<b>Student Performance</b>	<b>Resources</b>	<b>Assessments</b>
<p>A. Understand Chronological Thinking and Distinguish Between Past, Present, and Future Time</p> <p>B. Explain and Analyze Historical Sources</p> <p>D. Explain the Fundamentals of Historical Interpretation</p> <p>E. Identify and Explain the Political and Cultural Contributions of Individuals and Groups to Pennsylvania History from Beginnings to 1824</p>	<ul style="list-style-type: none"> <li>Read maps and create timelines to exemplify the progress of the Revolutionary War through the events at: Lexington, Concord, Bunker Hill, Trenton, Saratoga, Valley Forge, Charleston, and Yorktown</li> <li>Explain the importance of the Olive Branch Petition, Common Sense and the Declaration of Independence</li> <li>Compare and contrast the Patriot and British armies.</li> <li>Explain the multiple points of view toward the rebellion/revolution</li> <li>List causes and effects of the strength and weaknesses of both armies</li> <li>Explain how the representatives who met in Philadelphia for the first and second continental congress affected the drive toward independence</li> </ul>	<ul style="list-style-type: none"> <li>Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 pp 262-291</li> <li>Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 p 270, 271-275</li> <li>Graphic organizer 31</li> <li>Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 p 281</li> <li>Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 pp 255, 264</li> </ul>	<ul style="list-style-type: none"> <li>Accurate timelines</li> <li>Charts</li> <li>Cause-and-effect charts</li> <li>Houghton Mifflin <u>Assessment Options</u></li> <li>Teacher made tests</li> <li>Interpretation of the importance of each document</li> <li>Accuracy of Venn Diagram</li> <li>Accuracy of cause and effect chart</li> <li>Teacher observation</li> </ul>

**East Stroudsburg Area School District  
Social Studies Planned Course--Fifth Grade**

Unit: **Revolutionary War**

Content Standard: **Explore how human needs, ideas, issues, events, and the significance of cultural diversity have influenced the shaping of our community, state, nations, and world.**

State Curriculum Standard: 8.1.6 **Historical Analysis and Skills Development**  
8.2.6 **Pennsylvania History**  
8.3.6 **United States History**

Course Content	Student Performance	Resources	Assessments
<p>F. Identify and Explain Primary Documents, Material Artifacts, and Historic Sites Important in Pennsylvania History from Beginnings to 1824</p> <p>G. Identify and Explain the Political and Cultural Contributions of Individuals and Groups to United States History from Beginnings to 1834</p> <p>H. Identify and Explain Primary Documents, Material Artifacts, and Historic Sites Important in United States History from Beginnings to 1824</p> <p>I. Explain How Continuity and Change Has Influenced United States History from Beginnings to 1824</p> <p>J. Identify and Explain Conflict and Cooperation Among Social Groups and Organizations in United States History from Beginnings to 1824</p>	<ul style="list-style-type: none"> <li>• Explain the importance of the Olive Branch Petition and the Declaration of Independence</li> <li>• Explain the importance of George Washington, Ben Franklin, Thomas Jefferson, Patrick Henry, Thomas Paine, Richard Henry Lee, Samuel Adams, and John Adams</li> <li>• Explain the importance of the Olive Branch Petition, Common Sense and the Declaration of Independence</li> <li>• Explain the impact the Revolutionary War had on the lives of Americans</li> <li>• Explain the military conflicts of the French and Indian War and the American Revolutionary War</li> </ul>	<ul style="list-style-type: none"> <li>• Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 p 270, 271-275</li> <li>• Graphic organizer 31</li> <li>• Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 chapters 9, 10 and 11</li> <li>• Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 pa 294-297</li> <li>• Houghton Mifflin, <u>Reading and Vocabulary Strategies</u>, p 34</li> </ul>	<ul style="list-style-type: none"> <li>• Interpretation of the importance of each document</li> <li>• Houghton Mifflin, <u>Assessment Options</u></li> <li>• Teacher made tests</li> <li>• Research reports</li> <li>• Simulations/Dramatizations</li> <li>• Teacher observations</li> <li>• Correctness of response to Lesson Review on page 297</li> </ul>

**East Stroudsburg Area School District  
Social Studies Planned Course--Fifth Grade**

Unit: **The Constitution**

Content Standard: **Identify the purpose, structure, functions, and types of government and the rights and responsibilities of citizens.**

State Curriculum Standard: **5.1.6 Principals and Documents of Government  
5.2.6 Rights and Responsibilities of Citizenship  
5.3.6 How Government Works**

<b>Course Content</b>	<b>Student Performance</b>	<b>Resources</b>	<b>Assessments</b>
<p>A. Explain the Purpose of Government</p> <p>B. Explain the Importance of the Rule of Law For the Protection of Individual Rights and the Common Good In the Community, State, Nation and World</p> <p>C. Describe the Principles and Ideals Shaping Government</p> <p>D. Explain the Basic Principles and Ideals Within Documents of United States Government</p> <p>E. Describe the Proper Use, Display and Respect for the United States Flag and Explain the Significance of Patriotic Activities</p>	<ul style="list-style-type: none"> <li>Brainstorm and make a web of the purpose of government</li> <li>Create a pros and cons list about rules and discuss whether rules are a protection or an infringement</li> <li>Describe the need for a national government after the revolutionary war</li> <li>Explain how the constitution was shaped</li> <li>Write a paragraph tracing the birth of the constitution</li> <li>Divide the class into groups and assign an amendment within the Bill of Rights. Explain its meaning and how it affects their lives</li> <li>Recite the Pledge of Allegiance everyday</li> <li>Explain the meaning of the Pledge of Allegiance</li> <li>Explain to students they should stand for the singing of The National Anthem</li> </ul>	<ul style="list-style-type: none"> <li>Blank web</li> <li>T-chart</li> <li>Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 pages 306, 310-316</li> <li>Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 pages 330-331</li> <li>Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 p 676</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Student self-assessment of discussion</li> <li>Lesson Review page 316</li> <li>Summary contains all the main points necessary</li> <li>Oral presentation accurately explains the amendment and how it affects our lives</li> <li>Teacher observation</li> </ul>

**East Stroudsburg Area School District  
Social Studies Planned Course--Fifth Grade**

Unit: **The Constitution**

Content Standard: **Identify the purpose, structure, functions, and types of government and the rights and responsibilities of citizens.**

State Curriculum Standard: **5.1.6 Principals and Documents of Government  
5.2.6 Rights and Responsibilities of Citizenship  
5.3.6 How Government Works**

<b>Course Content</b>	<b>Student Performance</b>	<b>Resources</b>	<b>Assessments</b>
<p>F. Describe the Roles Played By the Framers of the Basic Documents of Governments of Pennsylvania and the United States</p> <p>G. Explain the Basic Principles And Ideals Found In Famous Speeches and Writing</p> <p>H. Explain the Relationship Between Rights and Responsibilities</p> <p>I. Identify Examples of the Rights and Responsibilities of Citizenship</p> <p>J. Describe the Responsibilities and Powers of the Three Branches of Government</p> <p>K. Explain How Government Actions Affect Citizens' Daily Lives</p>	<ul style="list-style-type: none"> <li>• Explain the roles of James Madison, Roger Sherman, and Benjamin Franklin in writing the constitution</li> <li>• Reenact Roger Sherman's "Great Compromise" by dividing the class into three groups representing large states, small states, and the compromise</li> <li>• Analyze the Bill of Rights</li> <li>• Explore rights and responsibilities by making a chart and listing the responsibility that is connected to each right</li> <li>• Using a graphic source, create a chart of the duties of the three branches of government</li> <li>• Use simulations to demonstrate how government actions affect citizens' daily lives</li> </ul>	<ul style="list-style-type: none"> <li>• Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 p 310-316</li> <li>• Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 p 315</li> <li>• Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 pp 330-331, 667-668</li> <li>• Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 pp 332</li> <li>• Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 p 320</li> <li>• Houghton Mifflin, Citizenship Simulations, pp 33-40, 49-53</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Review page 316</li> <li>• Summary contains all the main points necessary</li> <li>• Major points are covered in oral presentation</li> <li>• Published and teacher made test</li> <li>• Oral presentation accurately explains the amendment and how it affects our lives</li> <li>• Accuracy of charts and oral presentation</li> <li>• Charts accurately created</li> <li>• Questions on pages 34 and 50 are answered logically with well-supported reasons</li> </ul>

**East Stroudsburg Area School District  
Social Studies Planned Course--Fifth Grade**

Unit: **The Constitution**

Content Standard: **Identify the purpose, structure, functions, and types of government and the rights and responsibilities of citizens.**

State Curriculum Standard:   **5.1.6 Principals and Documents of Government**  
   **5.2.6 Rights and Responsibilities of Citizenship**  
   **5.3.6 How Government Works**

<b>Course Content</b>	<b>Student Performance</b>	<b>Resources</b>	<b>Assessments</b>
L. Describe How Local, State, and National Governments Implement Their Services M. Identify Major Leaders of Local, State, and National Governments, Their Primary Duties and Their Political Party Affiliation N. Describe the Voting Process O. Describe How the Government Protects Individual Rights P. Describe the Forms of Government	<ul style="list-style-type: none"> <li>• Use a flow chart to explain the services provided by the Executive Branch</li> <li>• Identify the founding of the Republican and Federalist Party and the early major leaders</li> <li>• Create a poster describing the voting process</li> <li>• Hold a mock election</li> <li>• Read and explain amendment 5, 6, 7, 8, 14, 15, and 19</li> <li>• Explain the system of checks and balances within the three branches of government</li> </ul>	<ul style="list-style-type: none"> <li>• Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 p 317</li> <li>• Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 p 324</li> <li>• Learn Net</li> <li>• Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 pp 667-671</li> <li>• Houghton Mifflin, Build Our Nation, Houghton Mifflin Co., @ 1997 p 320</li> </ul>	<ul style="list-style-type: none"> <li>• Accuracy of flow chart</li> <li>• Teacher made test</li> <li>• Accuracy of poster</li> <li>• Explanations are clear and accurate</li> <li>• Houghton Mifflin, <u>Assessment Options</u></li> <li>• Simulations/Dramatizations</li> <li>• Teacher observations</li> </ul>