

## First Nine Weeks

**Grade: 5**

**Subject: Social Studies/US History**

**Year: 2016-2017**

# Days	Strand	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary
7	G	<p>The student will use maps, globes, photographs, pictures, or tables to</p> <ul style="list-style-type: none"> <li>Locate the seven continents and five oceans. <b>(USI.2a) (T1)</b></li> </ul>	<p>a) Continents</p> <ul style="list-style-type: none"> <li>North America</li> <li>South America</li> <li>Africa</li> <li>Asia</li> <li>Australia</li> <li>Antarctica</li> <li>Europe*</li> </ul> <p>*Note: Europe is considered a continent even though it is not entirely surrounded by water. The land mass is frequently called Eurasia.</p> <p>b) Oceans</p> <ul style="list-style-type: none"> <li>Atlantic Ocean</li> <li>Pacific Ocean</li> <li>Arctic Ocean</li> <li>Indian Ocean</li> <li>Southern Ocean</li> </ul>	<p>Interactive Social Studies &amp; Notetaking <a href="http://www.IRNcorp.com">www.IRNcorp.com</a></p> <p><a href="http://www.rockingham.k12.va.us/resources/elementary/5history.htm">http://www.rockingham.k12.va.us/resources/elementary/5history.htm</a></p> <p><a href="http://www.spsk12.net/departments/STAR/socialscience/ssus5.htm">http://www.spsk12.net/departments/STAR/socialscience/ssus5.htm</a></p> <p><i>Outline Maps: Education Place.</i> Houghton Mifflin Harcourt Company. <a href="http://www.eduplace.com/s/maps/">http://www.eduplace.com/s/maps/</a>. This site provides outline maps that may be printed and used in the classroom.</p> <p>“Xpeditions.” <i>National Geographic.</i> <a href="http://www.nationalgeographic.com/xpeditions/">http://www.nationalgeographic.com/xpeditions/</a>. This site is home to the U.S. National Geography Standards and to thousands of ideas, tools, and interactive adventures that bring them to life.</p>	<p><b>Foundational terms to be taught throughout the year:</b></p> <p>label locate identify based on associated with lie (ex: lies on the border) considered responsible refers to analyze interpret established incentives <b>USI.2a</b> Continent parallels of latitude meridians of longitude degrees</p>

7	G	<p>The student will use maps, globes, photographs, pictures, or tables to</p> <ul style="list-style-type: none"> <li>Locate and describe the location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range. <b>(USI.2b) (T1)</b></li> </ul>	<p>a) Geographic regions' locations and physical characteristics</p> <ul style="list-style-type: none"> <li>Coastal Plain <ul style="list-style-type: none"> <li>Located along the Atlantic Ocean and Gulf of Mexico</li> <li>Broad lowlands providing many excellent harbors</li> </ul> </li> <li>Appalachian Highlands <ul style="list-style-type: none"> <li>Located west of the Coastal Plain, extending from eastern Canada to western Alabama; includes the Piedmont</li> <li>Old, eroded mountains (oldest mountain range in North America)</li> </ul> </li> <li>Canadian Shield <ul style="list-style-type: none"> <li>Wrapped around the Hudson Bay in a horseshoe shape</li> <li>Hills worn by erosion and hundreds of lakes carved by glaciers</li> </ul> </li> <li>Interior Lowlands <ul style="list-style-type: none"> <li>Located west of the Appalachian Mountains and east of the Great Plains</li> <li>Rolling flatlands with many rivers, broad river valleys, and grassy hills</li> </ul> </li> <li>Great Plains <ul style="list-style-type: none"> <li>Located west of the Interior Lowlands and east of the Rocky</li> </ul> </li> </ul>	<p>Interactive Social Studies &amp; Notetaking <a href="http://www.IRNcorp.com">www.IRNcorp.com</a></p> <p><a href="http://www.rockingham.k12.va.us/resources/elementary/5history.htm">http://www.rockingham.k12.va.us/resources/elementary/5history.htm</a></p> <p>“North America Geographic Regions.” Virginia Department of Education. <a href="http://www.doe.virginia.gov/instruction/history/elementary/north_america_regions.pdf">http://www.doe.virginia.gov/instruction/history/elementary/north_america_regions.pdf</a>. This site offers a map of the geographic regions of North America</p>	<p><b>USI.2b</b></p> <p>basin interior range plain highlands</p> <p>shield erosion lowlands coastal</p>
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			<p>Mountains</p> <ul style="list-style-type: none"><li>- Flat lands that gradually increase in elevation westward; grasslands</li><li>▪ Rocky Mountains<ul style="list-style-type: none"><li>- Located west of the Great Plains and east of the Basin and Range</li><li>- Rugged mountains stretching from Alaska almost to Mexico; high elevations</li><li>- Contains the Continental Divide, which determines the directional flow of rivers</li></ul></li><li>▪ Basin and Range<ul style="list-style-type: none"><li>- Located west of the Rocky Mountains and east of the Sierra Nevadas and the Cascades</li><li>- Varying elevations containing isolated mountain ranges and Death Valley, the lowest point in North America</li></ul></li><li>▪ Coastal Range<ul style="list-style-type: none"><li>- Located along the Pacific Coast, stretching from California to Canada</li><li>- Rugged mountains and fertile valleys</li></ul></li></ul>		
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7	G	<p>The student will use maps, globes, photographs, pictures, or tables to</p> <ul style="list-style-type: none"> <li>▪ Locate and identify the water features important to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, St. Lawrence River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico. <b>(USI.2c) (T1)</b></li> </ul>	<p>a) Major bodies of water</p> <ul style="list-style-type: none"> <li>▪ Oceans:             <ol style="list-style-type: none"> <li>1. Atlantic,</li> <li>2. Pacific</li> </ol> </li> <li>▪ Rivers:             <ol style="list-style-type: none"> <li>3. Mississippi,</li> <li>4. Missouri,</li> <li>5. Ohio,</li> <li>6. Columbia,</li> <li>7. Colorado,</li> <li>8. Rio Grande,</li> <li>9. St. Lawrence River</li> </ol> </li> <li>▪ Lakes: Great Lakes</li> <li>▪ Gulf: Gulf of Mexico</li> </ul> <p>b) Trade, transportation, exploration, and settlement</p> <ul style="list-style-type: none"> <li>• The Atlantic, Pacific, and Gulf coasts of the United States have provided access to other parts of the world.</li> <li>• The Atlantic Ocean served as the highway for explorers, early settlers, and later immigrants.</li> <li>• The Ohio River was the gateway to the west.</li> <li>• Inland port cities grew in the Midwest along the Great Lakes.</li> <li>• The Mississippi and Missouri rivers were used to transport farm and industrial products. They were links to United States ports and other parts of the world.</li> <li>• The Columbia River was explored by Lewis and Clark.</li> </ul>	<p>Interactive Social Studies &amp; Notetaking <a href="http://www.IRNcorp.com">www.IRNcorp.com</a></p> <p><i>Outline Maps: Education Place.</i> Houghton Mifflin Harcourt Company. <a href="http://www.eduplace.com/s/maps/">http://www.eduplace.com/s/maps/</a>. This site provides outline maps that may be printed and used in the classroom.</p> <p>“Xpeditions.” <i>National Geographic.</i> <a href="http://www.nationalgeographic.com/xpeditions/">http://www.nationalgeographic.com/xpeditions/</a>. This site is home to the U.S. National Geography Standards and to thousands of ideas, tools, and interactive adventures that bring them to life</p> <p>“North America Geographic Regions.” Virginia Department of Education. <a href="http://www.doe.virginia.gov/instruction/history/elementary/north_america_regions.pdf">http://www.doe.virginia.gov/instruction/history/elementary/north_america_regions.pdf</a>. This site offers a map of the geographic regions of North America</p>	<p><b>USI.2c</b></p> <p>gulf transportation artery access gateway highway (water travel) inland port industrial product exploration destination</p>
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|  |  |  | <ul style="list-style-type: none"><li>• The Colorado River was explored by the Spanish.</li><li>• The Rio Grande forms the border with Mexico.</li><li>• The Pacific Ocean was an early exploration destination.</li><li>• The Gulf of Mexico provided the French and Spanish with exploration routes to Mexico and other parts of America.</li><li>• The St. Lawrence River forms part of the northeastern border with Canada and connects the Great Lakes to the Atlantic Ocean.</li></ul> |  |  |
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5	G,E	<p>The student will use maps, globes, photographs, pictures, or tables to</p> <ul style="list-style-type: none"> <li>Recognize key geographic features on maps, diagrams, and/or photographs. <b>(USI.2d) (T1)</b></li> </ul>	<p>a) Key geographic features</p> <ul style="list-style-type: none"> <li>Water-related <ol style="list-style-type: none"> <li>Lakes</li> <li>Rivers</li> <li>Tributaries</li> <li>Gulfs and bays</li> </ol> </li> <li>Land-related <ol style="list-style-type: none"> <li>Mountains</li> <li>Hills</li> <li>Plains</li> <li>Plateaus</li> <li>Islands</li> <li>Peninsulas</li> </ol> </li> </ul> <p>b) Geographic features are related to patterns of trade</p> <ul style="list-style-type: none"> <li>the locations of cities and towns</li> <li>the westward (frontier) movement</li> <li>agricultural and fishing industries</li> </ul>	<p>Interactive Social Studies &amp; Notetaking <a href="http://www.IRNcorp.com">www.IRNcorp.com</a></p> <p><a href="http://www.rockingham.k12.va.us/resources/elementary/5history.htm">http://www.rockingham.k12.va.us/resources/elementary/5history.htm</a></p> <p><i>Outline Maps: Education Place.</i> Houghton Mifflin Harcourt Company. <a href="http://www.eduplace.com/s/maps/">http://www.eduplace.com/s/maps/</a>. This site provides outline maps that may be printed and used in the classroom.</p>	<p><b>USI.2d</b> tributaries bays plateau peninsula frontier agricultural industries</p>
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## Second Nine Weeks

# Days	Strand	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary
3	S	<p>The student will demonstrate knowledge of how early cultures developed in North America by</p> <ul style="list-style-type: none"> <li>• Describing how archaeologists have recovered material evidence of ancient settlements, including Cactus Hill in Virginia. <b>(USI.3a)</b></li> </ul>	<p>a) Archaeologists study human behavior and cultures of the past</p> <ol style="list-style-type: none"> <li>1. through the recovery and analysis of artifacts.</li> </ol> <p>b) Scientists disagree</p> <ol style="list-style-type: none"> <li>2. when and how people first arrived in the Western Hemisphere.</li> </ol> <p>c) Cactus Hill</p> <ol style="list-style-type: none"> <li>3. located on the Nottoway River in southeastern Virginia.</li> <li>4. Evidence that humans lived at Cactus Hill as early as 18,000 years ago</li> <li>5. one of the oldest archaeological sites in North America.</li> </ol>	<p><a href="http://www.nps.gov/history/archeology/public/kids/index.htm">http://www.nps.gov/history/archeology/public/kids/index.htm</a></p> <p><a href="http://www.jrwcc.com/nrs/index.html">http://www.jrwcc.com/nrs/index.html</a></p> <p><a href="http://iceage.pwnet.org/index.php">http://iceage.pwnet.org/index.php</a></p>	<p><b>USI.3a</b></p> <p>Archaeologist archaeological artifacts analysis recovery hemisphere site ancient</p>

10	GNP	<p>The student will demonstrate knowledge of how early cultures developed in North America by</p> <ul style="list-style-type: none"> <li>• Locating where the American Indians lived, with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodlands (Iroquois). <b>(USI.3b)</b></li> </ul>	<p>a) American Indians lived in all areas of North America.</p> <ol style="list-style-type: none"> <li><b>Inuit</b> <ul style="list-style-type: none"> <li>• inhabited present-day Alaska and northern Canada.</li> <li>• Arctic areas where the temperature is below freezing much of the year.</li> </ul> </li> <li><b>Kwakiutl</b> <ul style="list-style-type: none"> <li>• homeland includes the Pacific Northwest coast,</li> <li>• characterized by a rainy, mild climate.</li> </ul> </li> <li><b>Lakota</b> <ul style="list-style-type: none"> <li>• people inhabited the interior of the United States, the Great Plains</li> <li>• characterized by dry grasslands.</li> </ul> </li> <li><b>Pueblo</b> <ul style="list-style-type: none"> <li>• tribes inhabited the Southwest in present-day New Mexico and Arizona,</li> <li>• desert areas and areas bordering cliffs and mountains.</li> </ul> </li> <li><b>Iroquois</b> <ul style="list-style-type: none"> <li>• homeland includes northeast North America, called the Eastern Woodlands,</li> <li>• heavily forested.</li> </ul> </li> </ol>	<p><a href="http://www.heritage.nf.ca/aboriginal/inuit.html">http://www .heritage.nf.ca/aboriginal/inuit.html</a></p> <p><a href="http://www.kwakiutl.bc.ca/">http://www.kwakiutl.bc.ca/</a></p> <p><a href="http://www.mnsu.edu/emuseum/history/mncultures/lakota.html">http://www.mnsu.edu/emuseum/history/mncultures/lakota.html</a>.</p> <p><a href="http://www.crowcanyon.org/education/pueblo_indian_history.asp">http://www.crowcanyon.org/education/pueblo_indian_history.asp</a></p> <p><a href="http://www.Ohiohistorycentral.org/entry.php?rec=597">.http://www.Ohiohistorycentral.org/entry.php?rec=597</a></p> <p><a href="http://chnm.gmu.edu/fairfaxtah/b72.html">http://chnm.gmu.edu/fairfaxtah/b72.html</a></p>	<p><b>USI.3b</b> culture inhabited climate characterized by landforms water features grasslands cliffs forested homeland tribes</p>
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			b) Members of these tribes live in their homelands and in many other areas of North America today.		
2	NP	<p>The student will demonstrate knowledge of how early cultures developed in North America by</p> <ul style="list-style-type: none"> <li>Describing how the American Indians used the resources in their environment. <b>(USI.3c)</b></li> </ul>	<p>a) In the past, American Indians</p> <ol style="list-style-type: none"> <li>fished, hunted, and grew crops for food.</li> <li>made clothing from animal skins and plants</li> <li>constructed shelters from resources found in their environment (e.g., sod, stones, animal skins, wood).</li> </ol> <p>b) Types of resources</p> <ol style="list-style-type: none"> <li>Natural resources: Things directly from nature EX: fish ,wild animals, and crops they grew</li> <li>Human resources: People producing goods and services. EX: People who fished, made clothing, and hunted animals</li> <li>Capital resources: Goods produced and used to make other goods and services. EX: canoes, bows, and spears American Indians made</li> </ol>	<a href="http://www.unitedstreaming.org">http://www.unitedstreaming.org</a>	<p><b><u>USI.3c</u></b> harvested resources sod</p>

## Third Nine Weeks

# Days	Strand	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary
10	ER	<p>The student will demonstrate knowledge of European explorations in North America and West Africa by</p> <ul style="list-style-type: none"> <li>• Describing the motivations for, obstacles to, and accomplishments of the Spanish, French, Portuguese, and English explorations. <b>(USI.4a)</b></li> </ul>	<p><b>a) Motivations for the explorations</b></p> <ul style="list-style-type: none"> <li>• Economic—Gold, natural resources, and trade</li> <li>• Religious—Spread Christianity</li> <li>• Competitions for empire and belief in superiority of own culture</li> </ul> <p><b>b) Obstacles to the explorations</b></p> <ul style="list-style-type: none"> <li>• Poor maps and navigational tools</li> <li>• Disease and starvation</li> <li>• Fear of the unknown</li> <li>• Lack of adequate supplies</li> </ul> <p><b>c) Accomplishments of the explorations</b></p> <ul style="list-style-type: none"> <li>• Exchanged goods and ideas</li> <li>• Improved navigational tools and ships</li> <li>• Claimed territories (see countries below)</li> </ul> <p><b>d) Regions of North America explored by Spain, France, and England</b></p> <ul style="list-style-type: none"> <li>• Spain:               <ol style="list-style-type: none"> <li>1. Francisco Coronado claimed the Southwest of the present-day United States for Spain.</li> </ol> </li> <li>• France:               <ol style="list-style-type: none"> <li>1. Samuel de Champlain established the French</li> </ol> </li> </ul>	<p><a href="http://ww2.mariner.org/exploration/index.php">http://ww2.mariner.org/exploration/index.php</a>.</p> <p><a href="http://edtech.kennesaw.edu/web/explorer.html">http://edtech.kennesaw.edu/web/explorer.html</a>.</p> <p><a href="http://www.win.tue.nl/~engels/discovery/northam.html">http://www.win.tue.nl/~engels/discovery/northam.html</a></p> <p><a href="http://www.educationworld.com/a_lesson/lesson162.shtml">http://www.educationworld.com/a_lesson/lesson162.shtml</a></p> <p><a href="http://www.nationalgeographic.com/xpeditions/atlas/">http://www.nationalgeographic.com/xpeditions/atlas/</a>.</p>	<p><b>USI.4a</b></p> <p>motivate/motivating</p> <p>obstacles</p> <p>accomplishments</p> <p>exploration</p> <p>economic</p> <p>religious</p> <p>competitions</p> <p>empire</p> <p>navigational</p> <p>adequate</p> <p>exchanged</p> <p>claimed</p> <p>territory</p> <p>voyage</p>

			<p>settlement of Québec.</p> <p>2. Robert La Salle claimed the Mississippi River Valley for France.</p> <ul style="list-style-type: none"> <li>• England: <ul style="list-style-type: none"> <li>2. John Cabot explored eastern Canada.</li> </ul> </li> </ul> <p>e) <b>Regions explored by Portugal</b></p> <ul style="list-style-type: none"> <li>• The Portuguese made voyages of discovery along the coast of West Africa.</li> </ul>		
5	ER	<p>The student will demonstrate knowledge of European explorations in North America and West Africa by</p> <ul style="list-style-type: none"> <li>• Describing cultural and economic interactions between Europeans and American Indians that led to cooperation and conflict, with emphasis on the American Indian concept of land. <b>(USI.4b)</b></li> </ul>	<p>a) <b>Cultural interaction</b></p> <p>a) Spanish</p> <ul style="list-style-type: none"> <li>• Conquered and enslaved American Indians</li> <li>• Brought Christianity to the New World</li> <li>• Brought European diseases to American Indians</li> </ul> <p>b) French</p> <ul style="list-style-type: none"> <li>• Established trading posts</li> <li>• Spread Christian religion</li> </ul> <p>c) English</p> <ul style="list-style-type: none"> <li>• Established settlements and claimed ownership of land</li> <li>• Learned farming techniques from American Indians</li> <li>• Traded with American Indians</li> </ul> <p>d) American Indians</p> <ul style="list-style-type: none"> <li>• Taught farming techniques to European settlers</li> </ul>	<p><a href="http://www.nationalgeographic.com/xpeditions/atlas/">http://www.nationalgeographic.com/xpeditions/atlas/</a>.</p>	<p><b>USI.4b</b></p> <p>conquered enslaved trading post techniques cultural interactions conflict farming techniques economic interactions</p>

			<ul style="list-style-type: none"> <li>• Believed that land was to be used and shared but not owned</li> </ul> <p><b>b) Areas of cooperation in economic interactions</b></p> <ul style="list-style-type: none"> <li>• Europeans brought weapons and metal farm tools.</li> <li>• Trade</li> <li>• Crops</li> </ul> <p><b>c) Areas of conflict</b></p> <ul style="list-style-type: none"> <li>• Land</li> <li>• Competition for trade</li> <li>• Differences in cultures</li> <li>• Diseases</li> <li>• Language differences</li> </ul>		
3	ER	<p>The student will demonstrate knowledge of European explorations in North America and West Africa by</p> <ul style="list-style-type: none"> <li>• Identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders. <b>(USI.4c)</b></li> </ul>	<p><b>a) Location and characteristics of West African societies</b></p> <ul style="list-style-type: none"> <li>• <b><i>Ghana, Mali, and Songhai</i></b> <ul style="list-style-type: none"> <li>• dominated West Africa one after another 300-1600 A.D.</li> <li>• located in western region of Africa (south of Sahara Desert, near Niger River)</li> <li>• became powerful by controlling trade in W. Africa</li> </ul> </li> <li>• Portuguese carried goods from Europe to West African empires trading metals, cloth, and other manufactured goods for gold</li> </ul>	<p><a href="http://mali.pwnet.org/">http://mali.pwnet.org/</a>.  <a href="http://exploringafrica.matrix.msus.edu/students/curriculum/m7a/activity3.php">http://exploringafrica.matrix.msus.edu/students/curriculum/m7a/activity3.php</a>  <a href="http://www.nationalgeographic.com/xpeditions/atlas/">http://www.nationalgeographic.com/xpeditions/atlas/</a>.</p>	<p><b>USI.4c</b>  empire  manufactured goods  dominated  controlling</p>