

5th Grade Social Studies Pasco Curricular Guide
Pasco School District
Created: June 2018



HMH SOCIAL STUDIES

G5 Kids Discover the United States

ABSTRACT

This document contains information based on work of the Social Studies PCG Team. This document may be used in connection with OSPI's adopted social studies curriculum and mandated web-based curriculum. Features of the curriculum and unit outlines are provided in draft form.

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Overview of Terms and Resources

Since Time Immemorial (STI) – OSPI Web-based Washington State Tribal Sovereignty Curriculum.

Overview: <http://www.k12.wa.us/IndianEd/TribalSovereignty/Training/STICurrOverview.pdf>

Elementary Website Link: <http://www.k12.wa.us/IndianEd/TribalSovereignty/Elementary.aspx>

This curriculum is state mandated. 5th Grade should utilize “U.S. History Units 1-3”.

HMH Social Studies – Kids Discover the United States: Social Studies Curriculum includes web-based content and features, consumable magazines, and teacher manuals. Additional resources are available, please contact louise.matlasz@hnhco.com for questions.

Suggested Unit Outlines for Social Studies Grade Level Expectations (GLEs):

This document contains the required social studies standards for 5th grade,

<http://www.k12.wa.us/SocialStudies/Outlines/UnitOutlinesFifthGrade.pdf>.

Outline was derived from the Washington State K-12 Social Studies document;

<http://www.k12.wa.us/SocialStudies/pubdocs/SocialStudiesStandards.pdf>. *The GLE codes (Example: GLE 4.1.1) found within this document do NOT represent grade level indicators consistent with CCSS, please review page 13 for GLE code breakdown.*

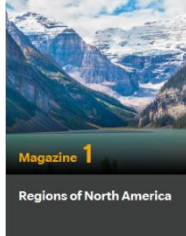
Journey's Correlation to KD GR. 5 - This document is located at <https://padlet.com/hnhco/kd> and provides direct correlations between Journeys Units and HMH Kids Discover Social Studies.

Rubrics – Rubrics are available in print and digital for performance task-based activities and are found in the teacher’s manual along with connected activities.






For additional HMH documents relevant to Social Studies PCG work, see <https://padlet.com/hnhco/kd>.

HMH G5 Magazine Catalog




Overview – Setting in Time and Place

1	<i>Regions of North America</i> Lexile Level: 890	 <p>Magazine 1 Regions of North America</p>
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Unit 1: US-Encounter, Colonization, and Devastation (1492 – 1763)

2	<i>Eastern Woodland Indians</i> Lexile Level: 860	 <p>Magazine 2 Eastern Woodland Indians</p>
3	<i>Plains Indians</i> Lexile Level: 860	 <p>Magazine 3 Plains Indians</p>
4	<i>Southwest Peoples</i> Lexile Level: 940	 <p>Magazine 4 Southwest Peoples</p>
5	<i>Northwest Coast Peoples</i> Lexile Level: 870	 <p>Magazine 5 Northwest Coast Peoples</p>
6	<i>America 1492</i> Lexile Level: 860	 <p>Magazine 6 America 1492</p>




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<p>7</p>	<p><i>Exploring the Americas</i> Lexile Level: 910</p>	 <p>Magazine 7 Exploring the Americas</p>
<p>8</p>	<p><i>Early Settlements</i> Lexile Level: 900</p>	 <p>Magazine 8 Early Settlements</p>
<p>9</p>	<p><i>13 Colonies</i> Lexile Level: 880</p>	 <p>Magazine 9 The Thirteen Colonies</p>

Unit 2: US-Independence (1763 – 1791)




<p>10</p>	<p><i>Declaration of Independence</i> Lexile Level: 880</p>	 <p>Magazine 10 Declaration of Independence</p>
<p>11</p>	<p><i>American Revolution</i> Lexile Level: 900</p>	 <p>Magazine 11 American Revolution</p>
<p>12</p>	<p><i>Revolutionary Women</i> Lexile Level: 860</p>	 <p>Magazine 12 Revolutionary Women</p>

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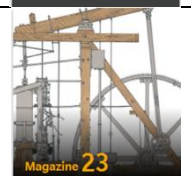
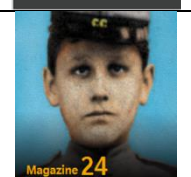

<p>13</p>	<p><i>George Washington</i> Lexile Level: 840</p>	 <p>Magazine 13 George Washington</p>
<p>14</p>	<p><i>Thomas Jefferson</i> Lexile Level: 850</p>	 <p>Magazine 14 Thomas Jefferson</p>
<p>15</p>	<p><i>Benjamin Franklin</i> Lexile Level: 830</p>	 <p>Magazine 15 Benjamin Franklin</p>

Unit 3: US-Founding the Nation (1776- 1791)

Unit 4: US-The Legacy of Us Today

<p>16</p>	<p><i>The Constitution</i> Lexile Level: 880</p>	 <p>Magazine 16 The Constitution</p>
<p>17</p>	<p><i>American Government</i> Lexile Level: 830</p>	 <p>Magazine 17 American Government</p>
<p>18</p>	<p><i>The New Nation</i> Lexile Level: 890</p>	 <p>Magazine 18 The New Nation</p>

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<p>19</p>	<p><i>Lewis and Clark</i> Lexile Level: 880</p>	 <p>Magazine 19 Lewis and Clark</p>
<p>20</p>	<p><i>Westward Expansion</i> Lexile Level: 890</p>	 <p>Magazine 20 Westward Expansion</p>
<p>21</p>	<p><i>Pioneers</i> Lexile Level: 870</p>	 <p>Magazine 21 Pioneers</p>
<p>22</p>	<p><i>Industrial Revolution in America</i> Lexile Level: 850</p>	 <p>Magazine 22 Immigration</p>
<p>23</p>	<p><i>Immigration</i> Lexile Level: 830</p>	 <p>Magazine 23 Industrial Revolution in America</p>
<p>24</p>	<p><i>Civil War</i> Lexile Level: 880</p>	 <p>Magazine 24 Civil War</p>
<p>25</p>	<p><i>Underground Railroad</i> Lexile Level: 880</p>	 <p>Magazine 25 Underground Railroad</p>

**Some magazines do not align with grade level standards or are supplemental and have been marked.*

User Manual

What am I looking at?

The unit outlines provide a quick snapshot of information pulled directly from OSPI’s adopted social studies curriculum. Essential components of a unit are listed in a table format for convenience and contain page numbers, suggested assessments, vocabulary information, performance task suggestions, underlying skills, and other connected documents or resources. This is not a stand-alone document; teacher discretion is advised.

Grade Level Indicators are in the headers.
(Ex. G5 Kids Discover the United States)

Title of the Unit

Student magazines are in a suggested order of instruction.

Questions taken directly from the curriculum.

TG, VI = Teacher’s Guide Volume 1

Required GLEs
These codes (Ex. 4.2.1) are **NOT** grade level indicators; See pg. 1

Skills practiced in the lesson are described here.

Vocabulary quantity and location

Language Objectives targeted in Performance Tasks

Additional notes, comments, resources, or standards connections may be listed here.

Date Created:		06.25.18		Unit Overview – Setting in Time and Place	
Magazine #	Titles of Magazine(s):				
1	Regions of North America				
Skills Overview:					
Magazine 1	Map and Globe Skills – Reading a Map / Use Latitude and Longitude				
	Reading Social Studies – Main Idea and Details (Informational)				
Compelling Question(s):					
TG, VI	p. 1	Magazine 1	“How did the variety of landforms, climates, and vegetation regions make North America so attractive to immigrants with different goals.”		
Vocabulary:					
TG, VI	p. 6	12 vocabulary words			
Suggested Assessment(s):					
TG, VI	p. 8	Get Set to Read Activity (Print/Digital)			
Source	Page #	Language Objectives Connected to Assessments (Performance Task Based)			
TG, VI	26	Read Aloud geographic names using correct pronunciation.			
Required GLEs	Description:				
4.2.1	Understands how the following themes and developments help to define eras in U.S. history from time immemorial to 1791: <ul style="list-style-type: none"> • Development of indigenous societies in North America (time immemorial to 1791). • Encounter, colonization, and devastation (1492 – 1763) • Revolution and the Constitution (1763 – 1791) 				
Teacher Notes					
e Since Time Immemorial (STI) curriculum and the HMH Magazine #1: Regions of North America magazine present different viewpoints and theories as to the presence of Native Americans in the United States. STI discusses that Native Americans have always been “situated” in the United States. HMH discusses how scientists believe Native Americans crossed a land bridge to North America.					

HMH Social Studies Kids Discover the United States

The following unit breakdowns are based on Office Superintendent of Public Instruction’s (OSPI) suggested grade level expectations (GLEs). These documents are designed to assist with the utilization of the adopted HMH Social Studies Curriculum in connection with the GLEs and components of OSPI’s mandated web-based Since Time Immemorial - Native American Sovereignty Curriculum.

You will find the following units presented in this document:

Unit Overview

Unit 1 – U.S. Encounter, Colonization, and Devastation (1492 – 1763)

Unit 2 – U.S. Independence (1763 – 1791)

Unit 3 – U.S. Founding the Nation (1776 – 1791)

Unit 4 – Legacy of Us Today

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Date Created: 06.25.18		Unit Overview – Setting in Time and Place	
Magazine #		Titles of Magazine(s):	
1		Regions of North America	
Skills Overview:			
Magazine 1		Map and Globe Skills – Reading a Map / Use Latitude and Longitude	
		Reading Social Studies – Main Idea and Details (Informational)	
Compelling Question(s):			
TG, VI	p. 1	Magazine 1	“How did the variety of landforms, climates, and vegetation regions make North America so attractive to immigrants with different goals.”
Vocabulary:			
TG, VI	p. 6	12 vocabulary words	
Suggested Assessment(s):			
TG, VI	p. 8	Get Set to Read Activity (Print/Digital)	
Source	Page #	Language Objectives Connected to Assessments (Performance Task Based)	
TG, VI	26	Read Aloud geographic names using correct pronunciation.	
Required GLEs		Description:	
4.2.1		<p>Understands how the following themes and developments help to define eras in U.S. history from time immemorial to 1791:</p> <ul style="list-style-type: none"> • Development of indigenous societies in North America (time immemorial to 1791). • Encounter, colonization, and devastation (1492 – 1763) • Revolution and the Constitution (1763 – 1791) 	
Teacher Notes			
The Since Time Immemorial (STI) curriculum and the HMH Magazine #1: Regions of North America magazine present different viewpoints and theories as to the presence of Native American’s in the United States. STI discusses that Native Americans have always been “since time immemorial”. HMH discusses how scientists believe Native Americans crossed a land bridge to arrive in the Americas.			

Date Created: 06.26.18		Unit 1 – U.S. Encounter, Colonization, and Devastation	
Magazine #		Titles of Magazine(s):	
5		Northwest Coast People	
6		American 1492	
7		Exploring the Americas	
8		Early Settlement	
9		The Thirteen Colonies	
Magazine #		Skills Overview:	
5		Reading Social Studies – Draw conclusions	
		Critical Thinking Skills – Distinguish importance of information	
6		Reading Social Studies – Summarize	
		Map & Globe Skills – Read a culture map	
7		Reading Social Studies – Main idea and details	
		Chart and Graph Skills – Read a timeline	
8		Reading Social Studies – Summarize	
		Critical Thinking Skills – Compare primary and secondary sources	
9		Reading Social Studies – Cause and effect	
		Critical Thinking Skills – Make an economic choice	
Source	Page #	Magazine #	Compelling Question(s):
TG, VI	113	5	“How did communication, trade, and conflicts with outsiders change the lives and traditions of Northwest Coast peoples?”
	141	6	“In what ways did diverse natural environments affect the lives of North American Indians?”
	169	7	“What aims did the European explorers have in journeying to the New World, and what challenges did they face?”
	197	8	“Which major European powers would win the race to colonize America?”
	225	9	“How did the English settlements in North America grow into strong and independent colonies?”
Vocabulary:			
TG, VI	p. 118	5	14 vocabulary words
	p. 146	6	16 vocabulary words
	p. 174	7	16 vocabulary words
	p. 202	8	16 vocabulary words
	p. 230	9	16 vocabulary words
Source	Page #	Magazine	Assessments and Performance Task Suggestion(s):
TG, VI	138	5	Create a totem pole
			Write a poem
	140		Magazine assessment
	166	6	Write a report
Create an American Indian book			

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	168		Magazine assessment
	194	7	Build an exhibit
	196		Interview role-play
	222	8	Magazine assessment
	224		Write a speech
	250		Create an advertisement
	252	9	Magazine assessment
			Research report
			Draw a scene
			Magazine assessment
Source	Page #	Language Objectives Connected to Assessments (Performance Task Based)	
TG, VI	138	“Use general academic and domain-specific words to express ideas in poems.”	
	166	“Discuss American Indian societies using key terms such as <i>culture</i> and <i>environment</i> .”	
	194	“Discuss explorers using key terms such as <i>expedition</i> and <i>navigation</i> .”	
	222	“Use language appropriate to audience and purpose when completing performance tasks.”	
	250	“Compose a research report and/or illustration caption using language appropriate for the audience.”	
Required GLEs		Description:	
4.2.2	History – Analyzes how people from various cultural groups have shaped the history of the United States		
2.1.1	Economics – Analyzes the costs and benefits of decisions colonists made to meet their needs and wants.		
2.2.2	Economics – Understands how trade affected the economy of the thirteen colonies.		
3.1.1	Geography – Constructs and uses maps to show and analyze information about the thirteen colonies.		
3.1.2	Geography – Understands the physical and cultural characteristics of the thirteen colonies.		
3.2.3	Geography – Understands and analyzes the impact of the European colonists’ movement to the Americas on the land and the indigenous peoples.		
4.3.1	History – Analyzes the multiple perspectives and interpretations of historical events in U.S. history.		
Standards Connections (Optional)			

Date Created: 06.26.18		Unit 2 – U.S. Independence (1763-1791)	
Magazine #		Titles of Magazine(s):	
10		Declaration of Independence	
11		American Revolution	
12		Revolutionary Women	
13		George Washington	
14		Thomas Jefferson	
15		Benjamin Franklin	
Magazine #		Skills Overview:	
10		Reading Social Studies – Draw conclusions	
		Chart and Graph Skills – Read parallel timelines	
11		Reading Social Studies – Sequence	
		Critical Thinking Skills – Identify multiple causes and their effects	
12		Reading Social Studies – Summarize	
		Critical Thinking Skills – Pose questions	
13		Reading Social Studies – Main idea and details	
		Map and Globe Skills – Compare maps with difference skills	
14		Reading Social Studies – Summarize	
		Map and Globe Skills – Read a land use and products map	
15		Reading Social Studies – Sequence	
		Map and Globe Skills – Read a population map	
Source	Page #	Magazine #	Compelling Question(s):
TG, VII	253	10	“How did colonists’ struggle for independence forge a new national identity?”
	281	11	“How did a collection of diverse colonies become the United States of America?”
	309	12	“How did women affect and adapt to the Revolutionary War?”
	337	13	“How and why did George Washington become admired and respectful for his role in American history?”
	365	14	“What were Thomas Jefferson’s most important contributions to the new nation?”
	393	15	“In what ways is Benjamin Franklin a model for a good citizen?”
Vocabulary:			
TG, VII	258	10	13 vocabulary words
	286	11	11 vocabulary words
	314	12	10 vocabulary words
	342	13	11 vocabulary words
	370	14	10 vocabulary words
	398	15	10 vocabulary words

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Source	Page #	Magazine	Assessments and Performance Task Suggestion(s):
TG, VII	278	10	Write a script
	280		Magazine assessment
	306	11	Design a medal
	308		Magazine assessment
	334	12	Write a letter
	336		Magazine assessment
	362	13	Write a letter
	364		Magazine assessment
	390	14	Draw a picture
	392		Magazine assessment
	418	15	Conduct an interview
	420		Magazine assessment
	420		
Source	Page #	Language Objectives Connected to Assessments (Performance Task Based)	
TG, VII	278	“Propose and discuss revisions to the Declaration of Independence with classmates.”	
	306	“Present summaries and discuss them with classmates.”	
	334	“Use informal language in writing a fictional letter.”	
	362	“Use sound reasoning to support opinions in writing.”	
	390	“When appropriate captions to accompany pictures of historical events.”	
	418	“Organize text using a logical structure.”	
Required GLEs		Description:	
4.1.1		History – Understands and creates timelines to show how historical events are caused by other important events.	
4.3.2		History – Analyzes the multiple causes of change and conflict in U.S. history.	
2.3.1		Economics – Understands the impact of the British government on the economy of the thirteen colonies.	
4.2.1		History – Understands and analyzes how individuals caused change in U.S. history.	
5.2.1		Social Studies Skills – Understands how essential questions define the significance of researching an issue or event.	
5.4.1		Social Studies Skills – Researches multiple perspectives to take a position on a public or historical issue in a paper or presentation.	
Standards Connections (Optional)			

Date Created: 06.26.18		Unit 3 – U.S. Founding the Nation (1776-1791)	
Magazine #		Titles of Magazine(s):	
16		The Constitution	
17		American Government	
Magazine #		Skills Overview:	
16		Reading Social Studies – Draw conclusions	
		Chart and Graph Skills – Read a flow chart	
17		Reading Social Studies – Main idea and details	
		Chart and Graph Skills – Read a flow chart	
Source	Page #	Magazine #	Compelling Question(s):
TG, VII	421	16	“How was the United States Constitution created more than 200-years ago and how does it secure our liberty today?”
	449	17	“How does American Government work?”
Vocabulary:			
TG, VII	426	16	14 vocabulary words
	454	17	15 vocabulary words
Source	Page #	Magazine	Assessments and Performance Task Suggestion(s):
TG, VII	446	16	Bill of Rights poster
			Write a constitution
	448		Magazine assessment
	474	17	Have a debate
			Write a speech
476		Magazine assessment	
Source	Page #	Language Objectives Connected to Assessments (Performance Task Based)	
TG, VII	421	“Organize text using a logical structure.”	
	449	“Summarize newspaper articles about government.”	
Required GLEs <i>*See Terms & Def.</i>		Description:	
4.2.3		History – Understands how technology and ideas have affected the way people live and change their values, beliefs, and attitudes.	
4.4.1		History – Understands that significant historical events in the United States have implications for current decisions and influence the future.	
1.1.1		Civics – Understands the key ideals of liberty and patriotism as outlined in the Declaration of Independence, U.S. Constitution, and other fundamental documents.	
1.2.1		Civics – Understands the organization of the United States government.	
1.2.2		Civics – Understands the function of the U.S. government.	
5.1.1		Social Studies Skills – Understands the purpose of documents and the concepts used in them.	
Additional Connections			

Date Created: 06.26.18		Unit 4 – Legacy for Us Today	
Magazine #		Titles of Magazine(s):	
22		Industrial Revolution in America	
23		Immigration	
Magazine #		Skills Overview:	
22		Reading Social Studies – Compare and contrast	
		Chart and Graph Skills – Read a line graph	
23		Reading Social Studies – Summarize	
		Chart and Graph Skills – Read an editorial cartoon	
Source	Page #	Magazine #	Compelling Question(s):
TG, VII	589	22	“What were the positive and negative effects of the Industrial Revolution?”
	617	23	“What challenges do immigrants face in a new country?”
Vocabulary:			
TG, VII	594	22	8 vocabulary words
	622	23	7 vocabulary words
Source	Page #	Magazine	Assessments and Performance Task Suggestion(s):
TG, VII	614	22	Write an advertisement
			Write an editorial
	616		Magazine assessment
	642	23	Write a diary entry
			Draw a picture
644		Magazine assessment	
Source	Page #	Language Objectives Connected to Assessments (Performance Task Based)	
TG, VII	589	“Use transitions such as <u>since</u> and <u>because</u> to support opinions.”	
	617	“Use facts from the text to enrich creative writing pieces.”	
Required GLEs <i>*See Terms & Def.</i>		Description:	
1.1.2		Civics – Evaluates how a public issue is related to constitutional rights and the common good.	
1.4.1		Civics – Understands that civic participation involves being informed about how public issues are related to rights and responsibilities.	
5.4.1		Social Studies Skills – Researches multiple perspectives to take a position on a public or historical issue in a paper or presentation.	
5.1.2		Social Studies Skills – Evaluates the relevance of facts used in forming a position on an issue or event.	
5.3.1		Social Studies Skills – Engages others in discussions that attempt to clarify and address multiple viewpoints on public issues based on key ideals.	
5.4.2		Social Studies Skills – Prepares a list of resources, including the title, author, type of source, date published, publisher for each source, and arranges the sources alphabetically.	